1 This is me!





Scope of unit 1

Vocabulary

- mommy, daddy, brother, sister.
- eye, ear, mouth, nose, hair, arm, leg, foot, hand.
- one, two.
- red, yellow, blue, green, orange, brown.

Language

- This is my (mommy).
- I have 2 (ear)s.
- It's (yellow).
- I like ....

Phonics

- / h / : Hello, hair, hand.
- / b / : bye, blue, busy bee, brown.

Values

- Tolerance and acceptance of others.

Integrated cross-curriculum topics

- Science : The senses, Body parts.
- Art : Colors, A monster family.

Lesson 1

Vocabulary & Language Use

Objectives SB P. (2 – 4) / AB P. (2 – 4)

- To identify vocabulary for family members. - للتعرف على أفراد العائلة.
- To introduce the family members. - لتقديم أفراد العائلة.
- To ask and answer question **"Who is this?"** - للسؤال والجواب ب .....

Family



This is my family



Daddy أبى



Mommy أمى



brother أخ



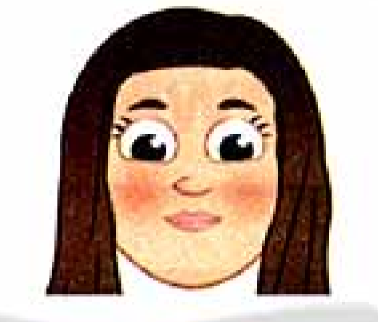
sister أخت

Language Use

1
- Who is this?
- This is my ....

- للسؤال عن شخص (من هذا؟)
- عند تقديم شخص للآخرين (هذا يكون .....)

Who is this?



This is my Mommy.



Who is this?



This is my Daddy.



Who is this?



This is my brother.



Who is this?



This is my sister.



2
- I'm ....

- تستخدم عند تقديم أنفسنا.

I'm Adel.



I'm Dina.

Activities

1 Match.

صل.

1) family •
2) daddy •
3) mommy •
4) brother •
5) sister •

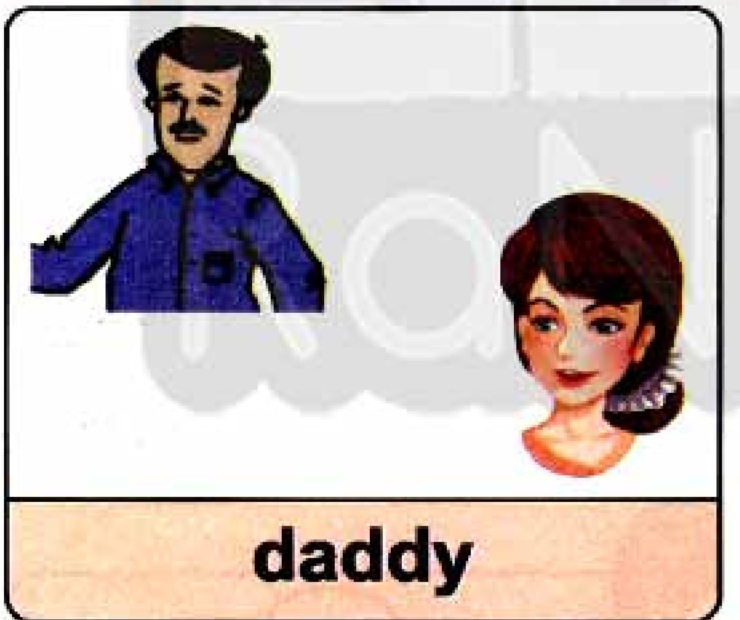






2 Look and circle.

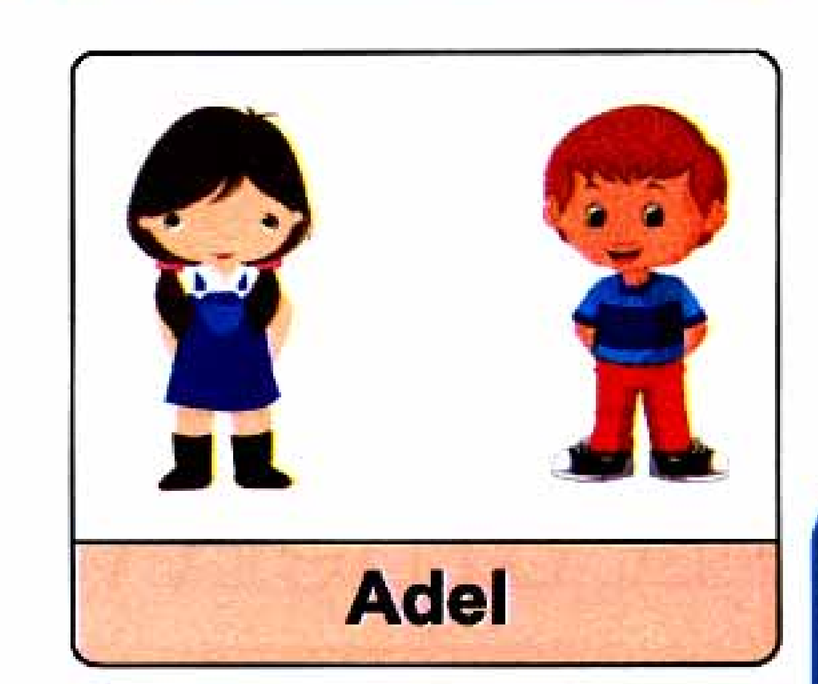
أنظر و ضع دائرة حول الإجابة الصحيحة.


daddy


sister


mommy


brother


Adel

3 Look and tick (✓). أنظر و ضع علامة (✓).

	Yes	No
1) This is my family.	☐	☐
2) This is my mommy.	☐	☐
3) This is my brother.	☐	☐
4) This is my daddy.	☐	☐
5) This is my sister.	☐	☐



4 Trace and color. تتبع النقط و لون.



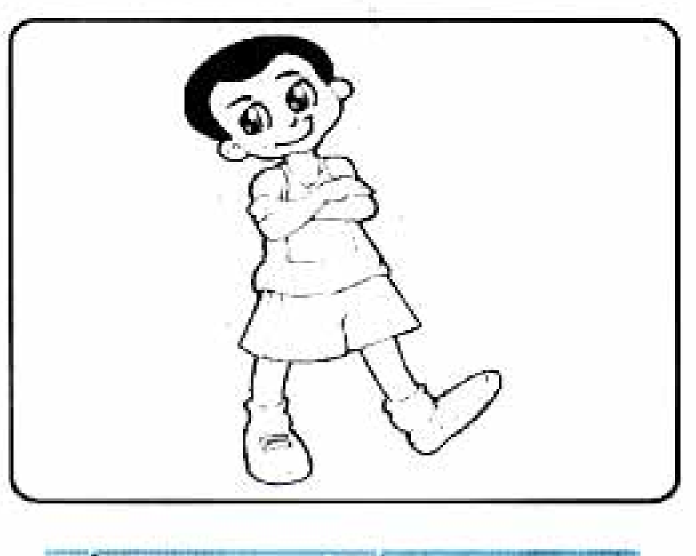
family



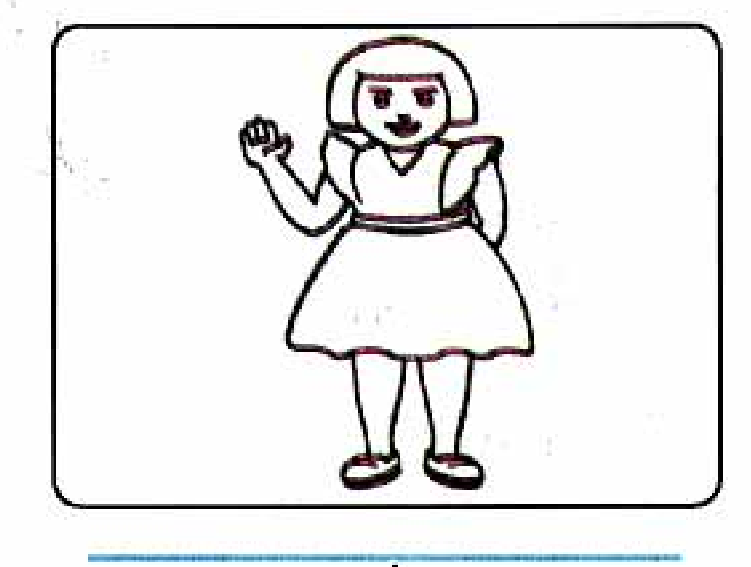
daddy



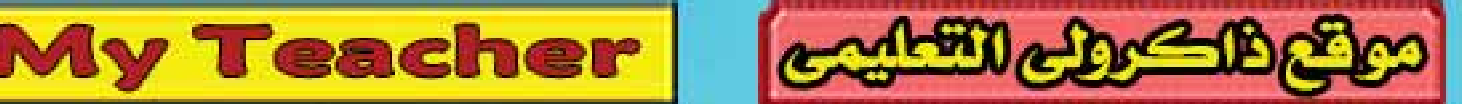
mommy



brother



sister



5 Look and tick (✓) the right answer. أنظر و ضع علامة (✓).

Who is this?



- [ ] This is my daddy.
- [ ] This is my brother.

Who is this?



- [ ] This is my mommy.
- [ ] This is my sister.

Who is this?



- [ ] This is my daddy.
- [ ] This is my mommy.

Who is this?



- [ ] This is my brother.
- [ ] This is my sister.

6 Color and say. لون و قل.









Lesson 2

What is this?

Objectives SB P. (5) / AB P. (5)

- To identify vocabulary for parts of the face.
  - للتعرف على أجزاء الوجه.
- To use vocabulary for parts of the face.
  - لاستخدام الكلمات الخاصة بأجزاء الوجه.
- To ask and answer question **"What is this?"**
  - للسؤال والجواب ب

Parts of the face




eye عين



hair شعر




face وجه



ear أذن



nose أنف



mouth فم

Language Use

1
- What is this? – تستخدم للسؤال عن الأشياء (ما هذا؟)
- This is my .... – تستخدم للتعريف بأحد أعضاء الجسم.



What is this?



This is my face.



What is this?



This is my hair.



What is this?



This is my nose.



What is this?



This is my ear.



What is this?



This is my eye.



What is this?





This is my mouth.



Activities

1 Match. صـل.

1) hair •

2) nose •

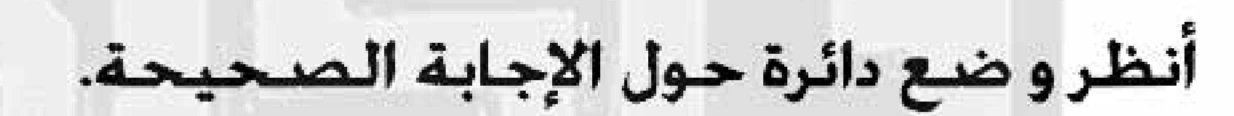
3) mouth •

4) ear •

5) eye •

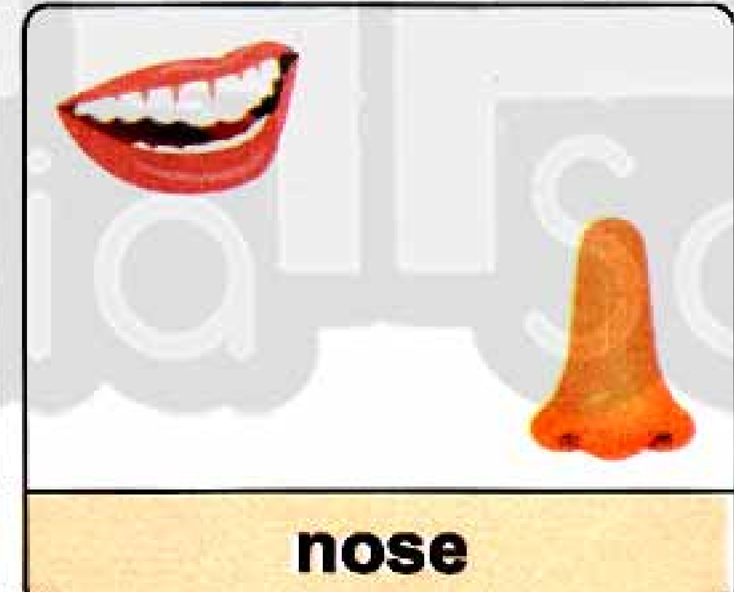


2 Look and circle. أنظر و ضع دائرة حول الإجابة الصحيحة.

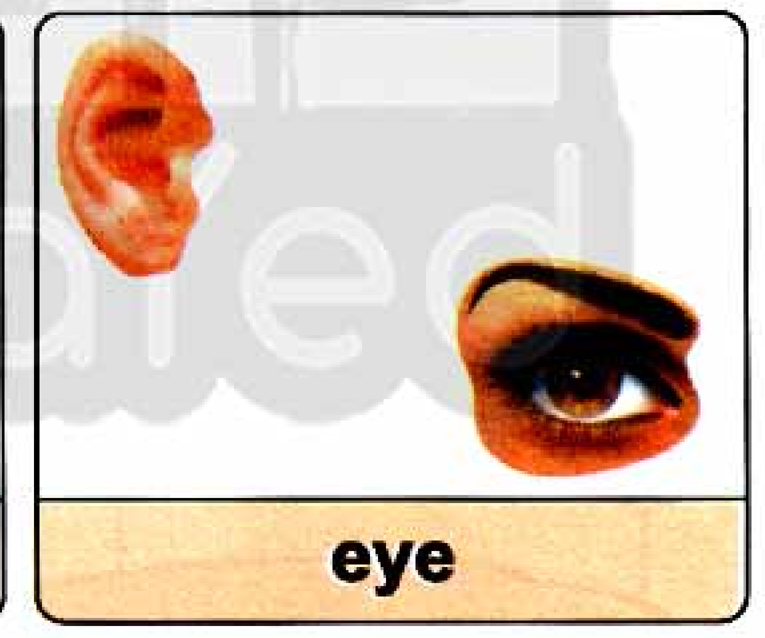




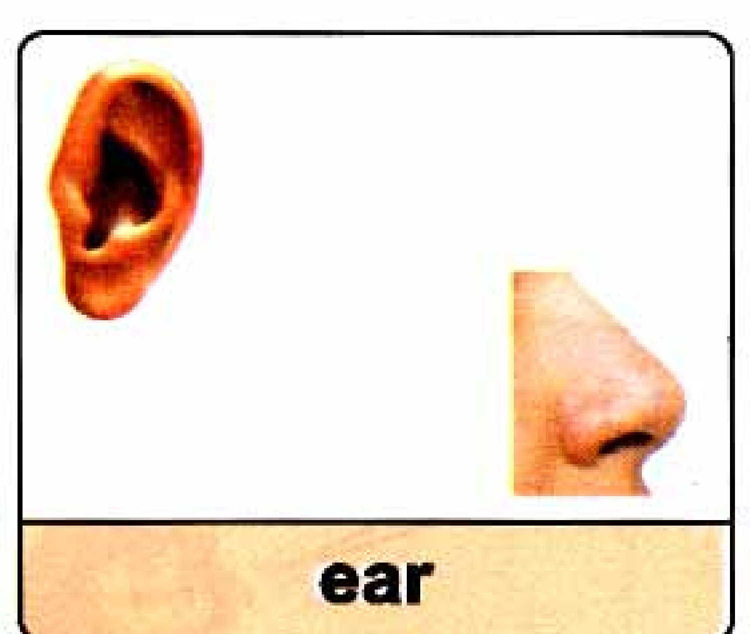
face



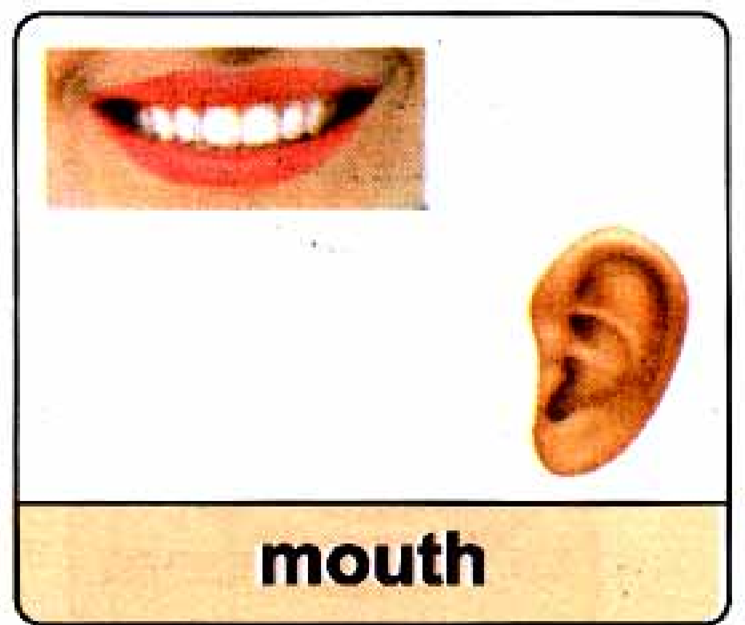
nose



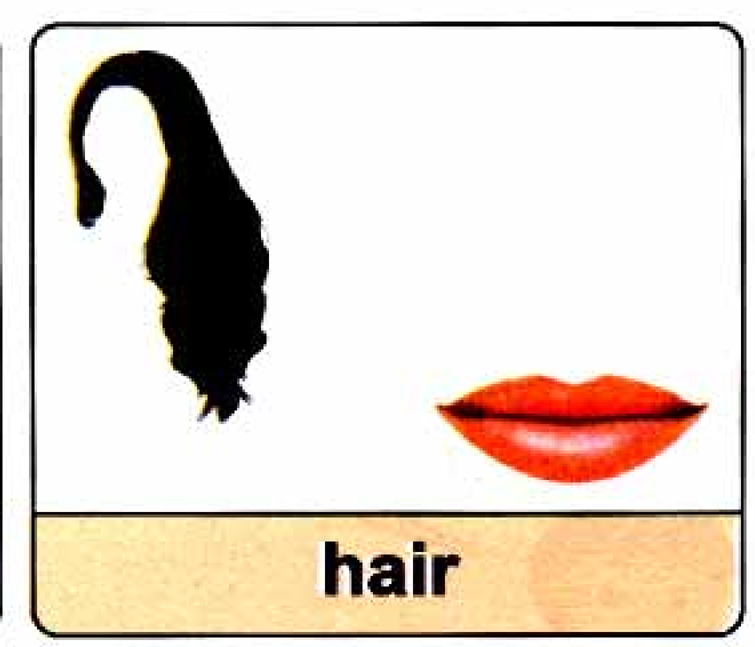
eye



ear



mouth



hair

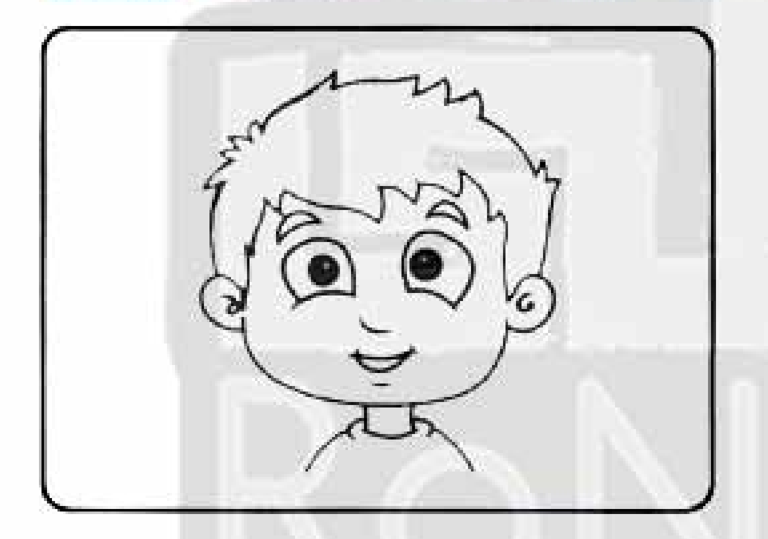
3 Look and tick (✓).

أنظر و ضع علامة (✓).

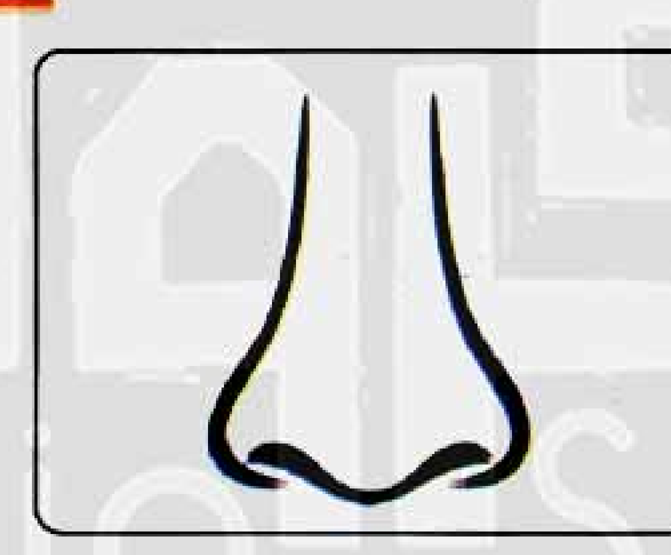
	Yes	No
1) This is my nose.		
2) This is my ear.		
3) This is my mouth.		
4) This is my eye.		
5) This is my hair.		
6) This is my face.		

4 Trace and color.

تتبع النقط و لون.



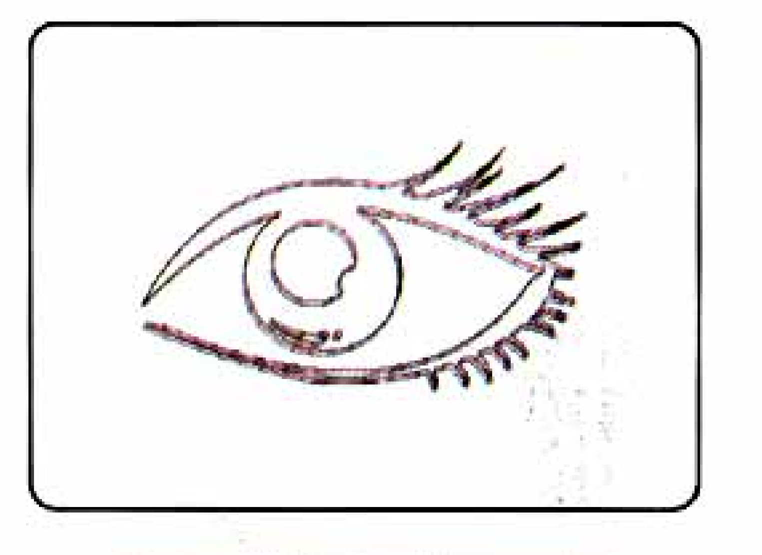
face



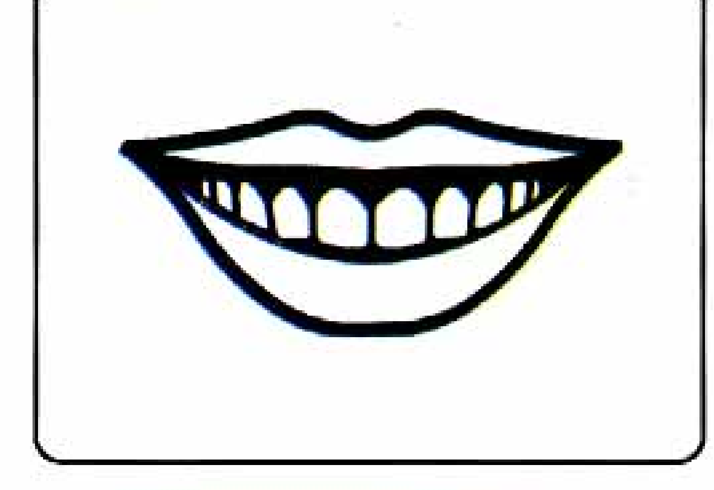
nose



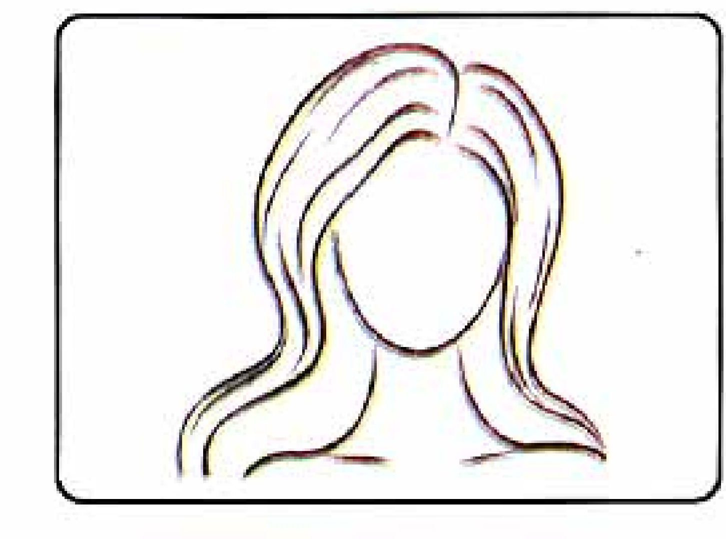
ear



eye



mouth

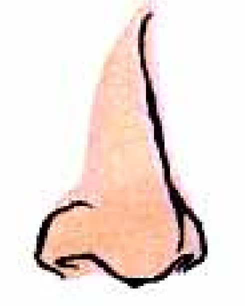


hair

5 Look and tick (✓) the right answer.

أنظر و ضع علامة (✓).

What is this?



- [ ] This is my nose.
- [ ] This is my ear.

What is this?



- [ ] This is my face.
- [ ] This is my hair.

What is this?



- [ ] This is my mouth.
- [ ] This is my eye.

What is this?



- [ ] This is my nose.
- [ ] This is my hair.

What is this?



- [ ] This is my eye.
- [ ] This is my ear.

6 Point and say.

أشر إلى و قل.



This is my ....



This is my ....

Lesson 3

1 or 2 (connect with Math)

Objectives SB P. (6 – 7) / AB P. (6 – 7)

- To identify vocabulary for parts of the body.
  - للتعرف على أجزاء الجسد
- To use vocabulary for parts of the face.
  - لاستخدام الكلمات الخاصة بأجزاء الوجه.
- To use numbers 1 or 2 with parts of the body.
  - لاستخدام رقم ١ أو ٢ مع أجزاء الجسد.




arm ذراع



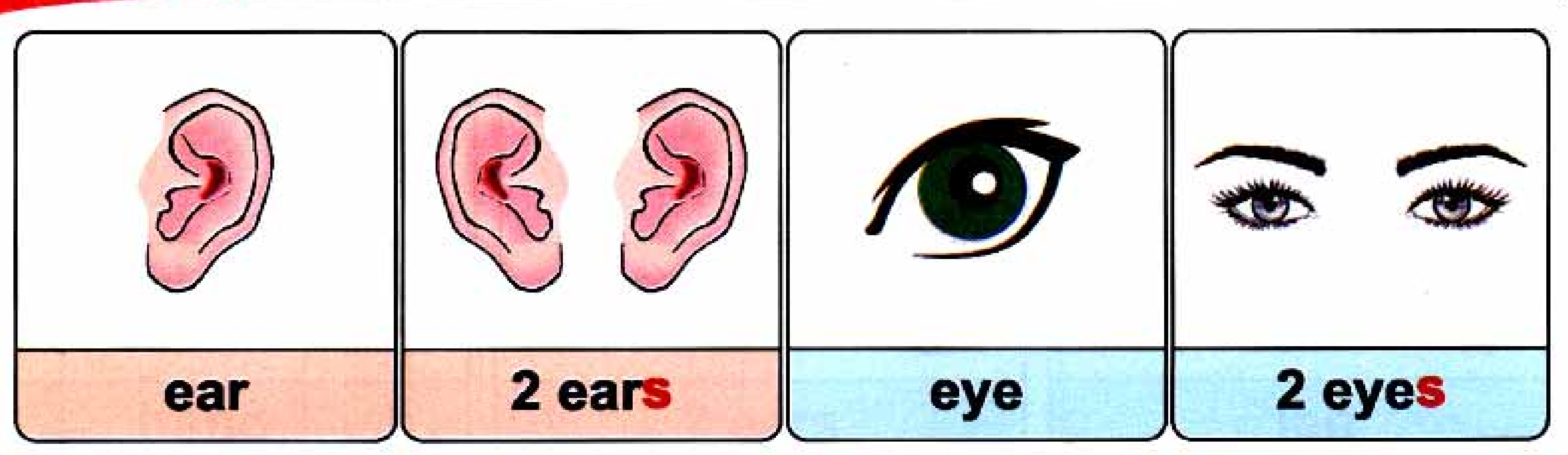

hand يد

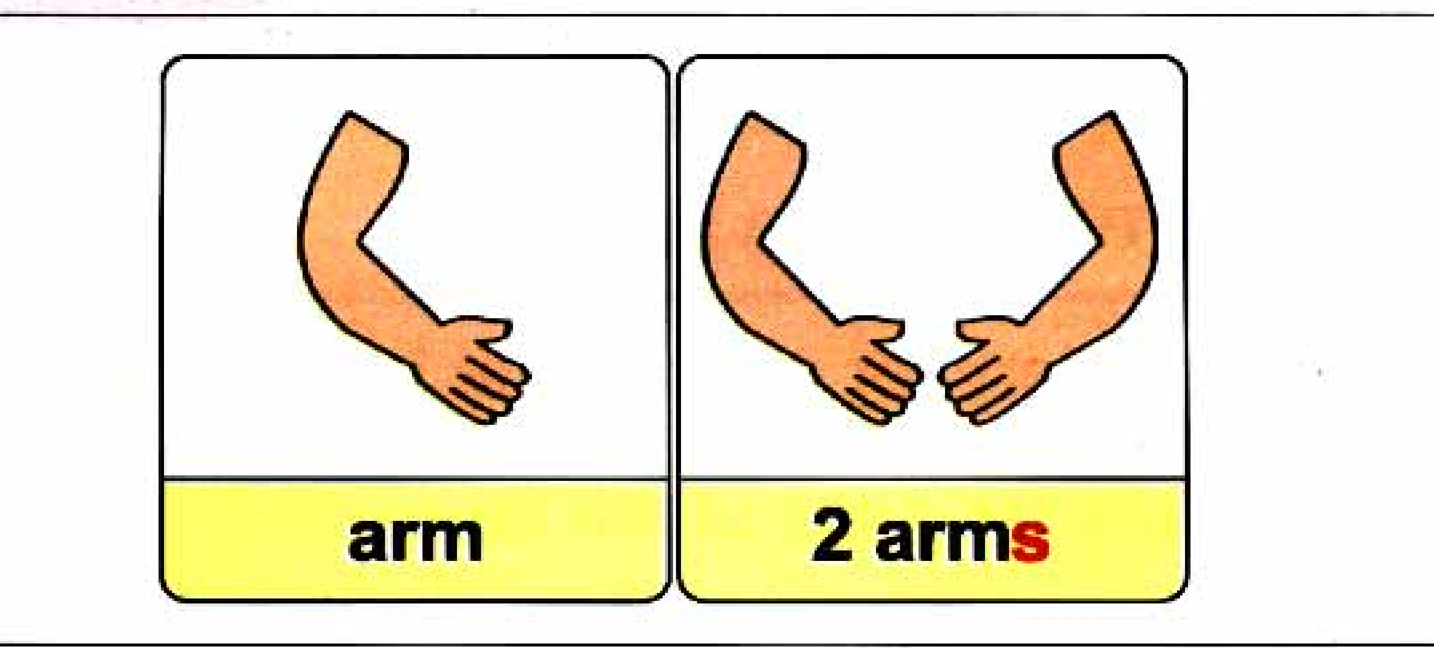

leg رجل


foot قدم









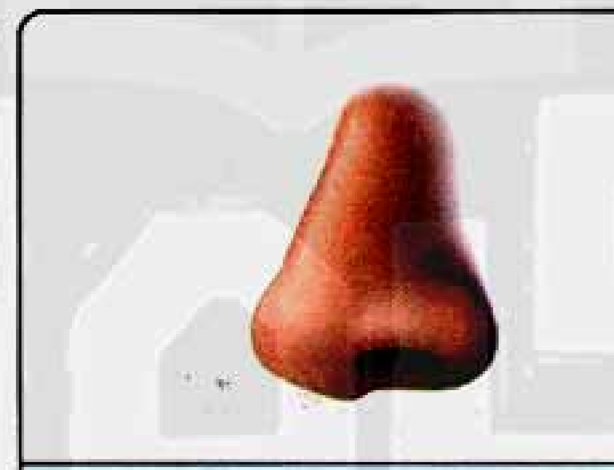
arm | 2 arms

Language Use

1 • I have 1 .... – تستخدم عند الحديث عن جزء من الجسم وهبنا الله منه واحد فقط



I have 1 face.

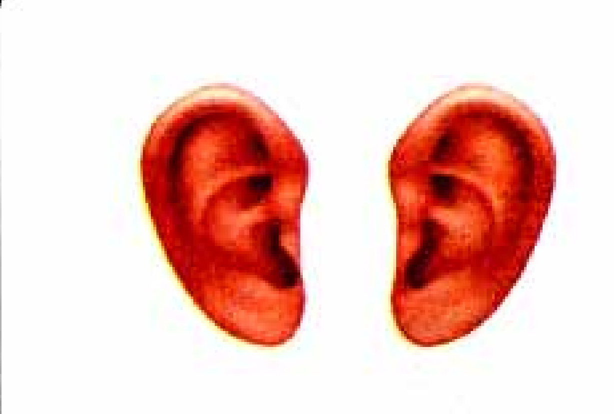


I have 1 nose.



I have 1 mouth.

2 • I have 2 .... – تستخدم عند الحديث عن جزء من الجسم وهبنا الله منه اثنان



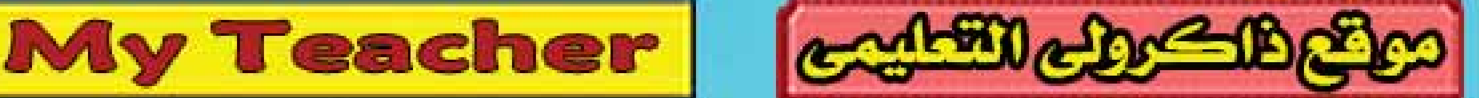
I have 2 ears.



I have 2 eyes.



I have 2 hands.

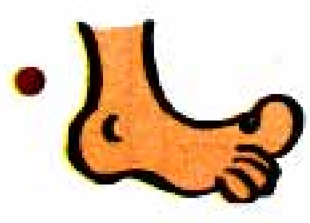


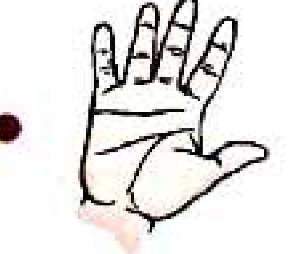
Activities

1 Match.

صل.

1) 1 mouth •





2) 2 eyes •

3) leg •





4) foot •

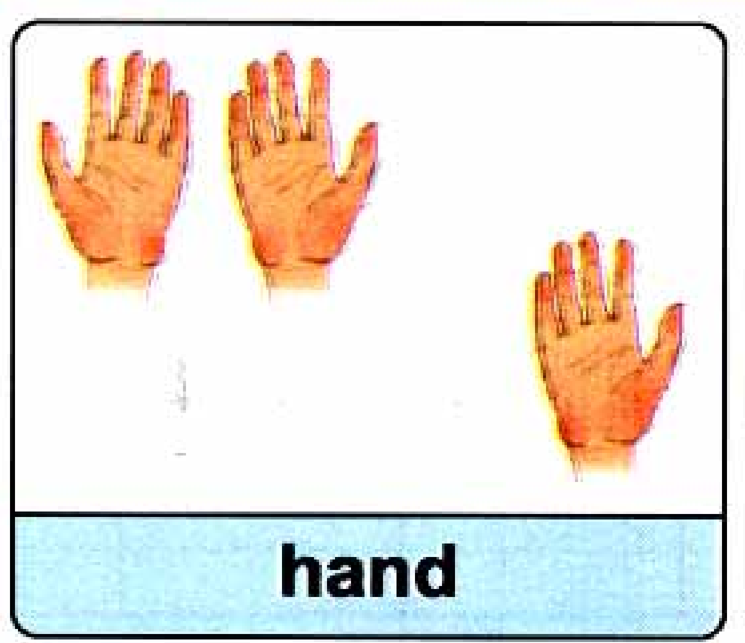
5) hand •



6) 2 arms •

2 Look and circle.

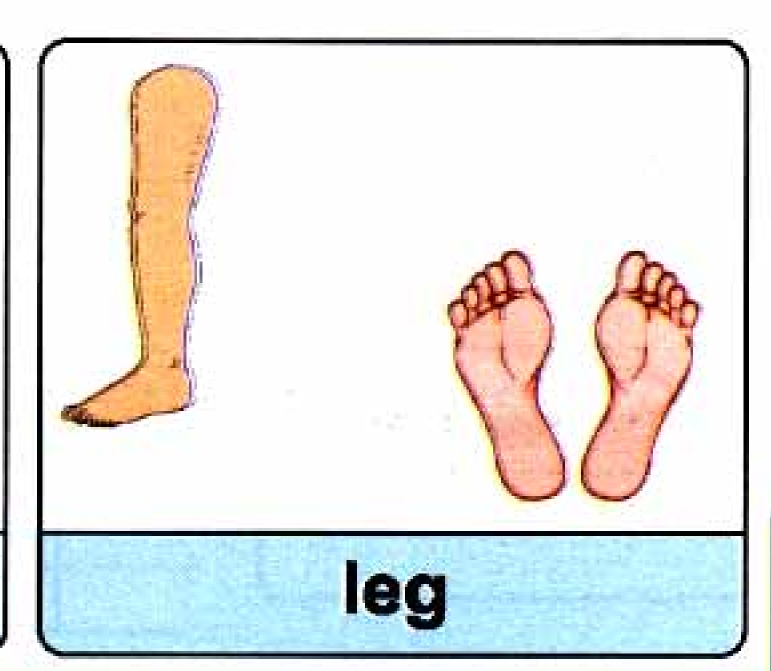
أنظر و ضع دائرة حول الإجابة الصحيحة.



hand

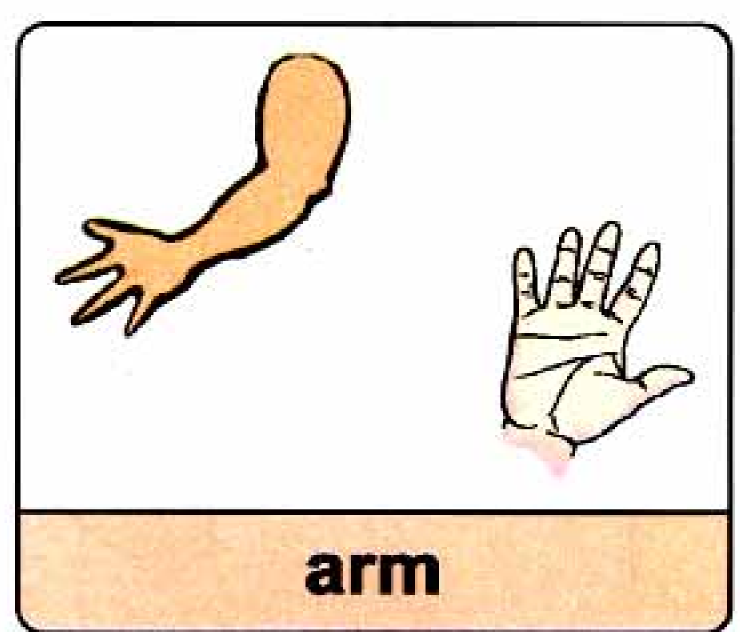


2 ears

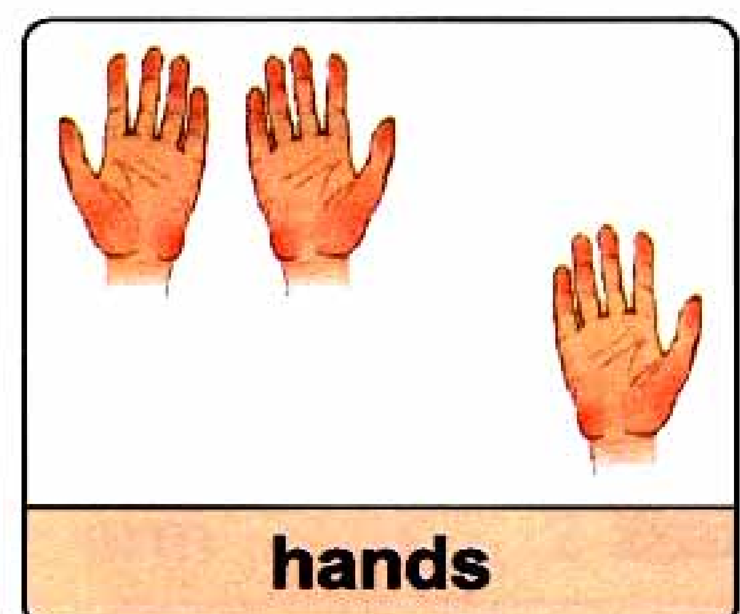


leg

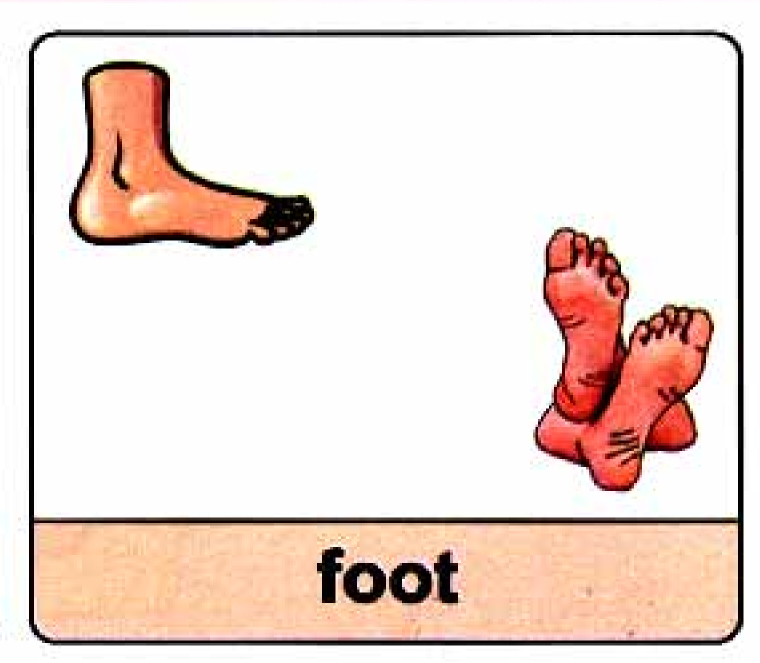
Unit 1



arm



hands

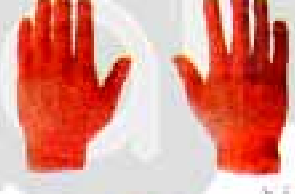


foot

3 Write 1 or 2.

أكتب ١ أو ٢.

1) I have ☐ eyes.
2) I have ☐ mouth.
3) I have ☐ face.
4) I have ☐ ears.
5) I have ☐ hands.





6) I have ☐ nose.

4 Trace.

تتبع.



1 1 1 1 1 1

1 1 1 1 1 1

2 2 2 2 2 2

2 2 2 2 2 2

5 Look and match.

أنظر و صل.

1

2

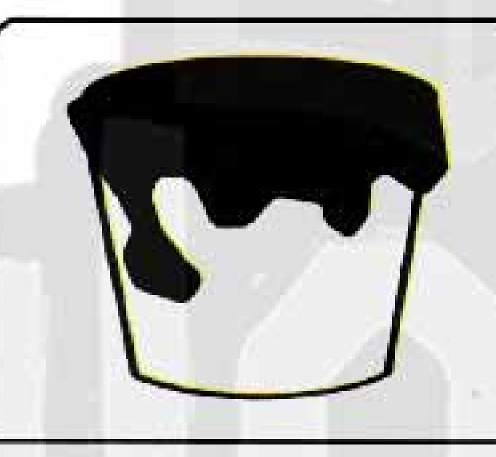
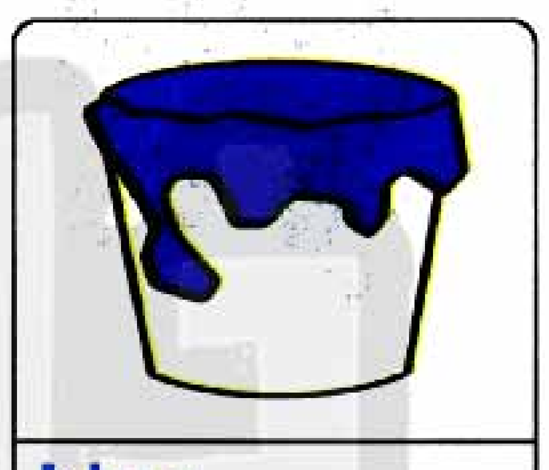
Lesson 4

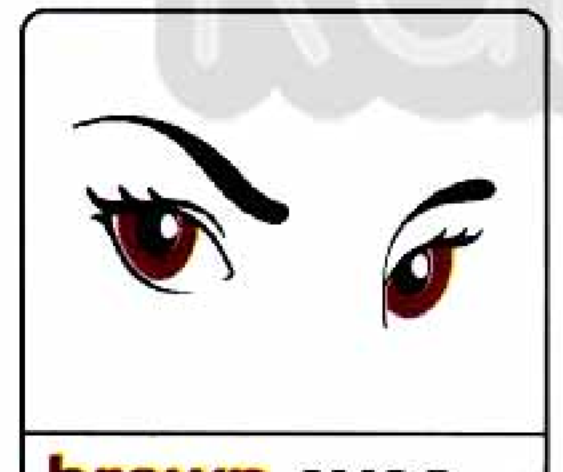
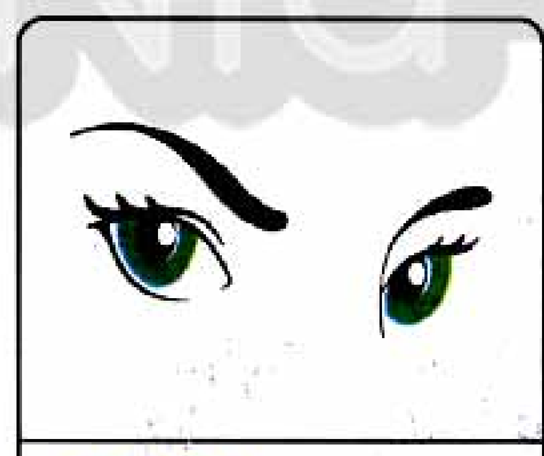
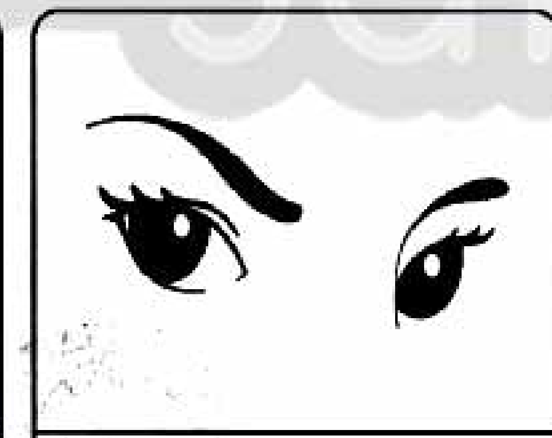
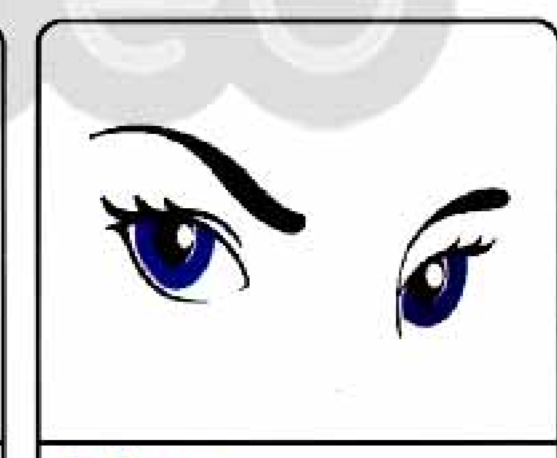
Life skills

Objectives SB P. (8) / AB P. (8)

- To identify vocabulary for colors.
  - للتعرف على الألوان.
- To use vocabulary for colors and eyes.
  - لاستخدام الكلمات الخاصة بالألوان ولون العيون.
- To acquire the value of acceptance of others.
  - تقبل الآخرين واختلافاتهم.

Colors

			
brown لون بنى	green لون أخضر	black لون أسود	blue لون أزرق

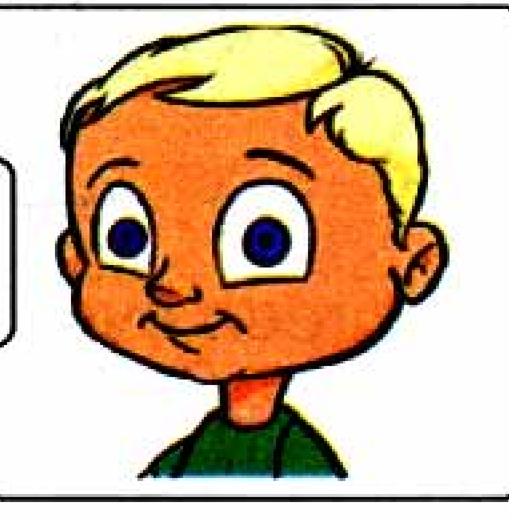
			
brown eyes عيون بنى	green eyes عيون خضراء	black eyes عيون سوداء	blue eyes عيون زرقاء

Language Use

1 • **I have .... eyes.**
- عندما تتحدث عن لون العين.



I have **green** eyes.
أنا لدى عيون خضراء.



I have **blue** eyes.
أنا لدى عيون زرقاء.

I have **brown** eyes.
أنا لدى عيون بنى.



I have **black** eyes.
أنا لدى عيون سوداء.

2 • **We are all beautiful.**
- عندما نتحدث بأن الله أنعم علينا جميعاً بحسن الخلق.



Activities

1 Match. صل.

1) brown eyes • 

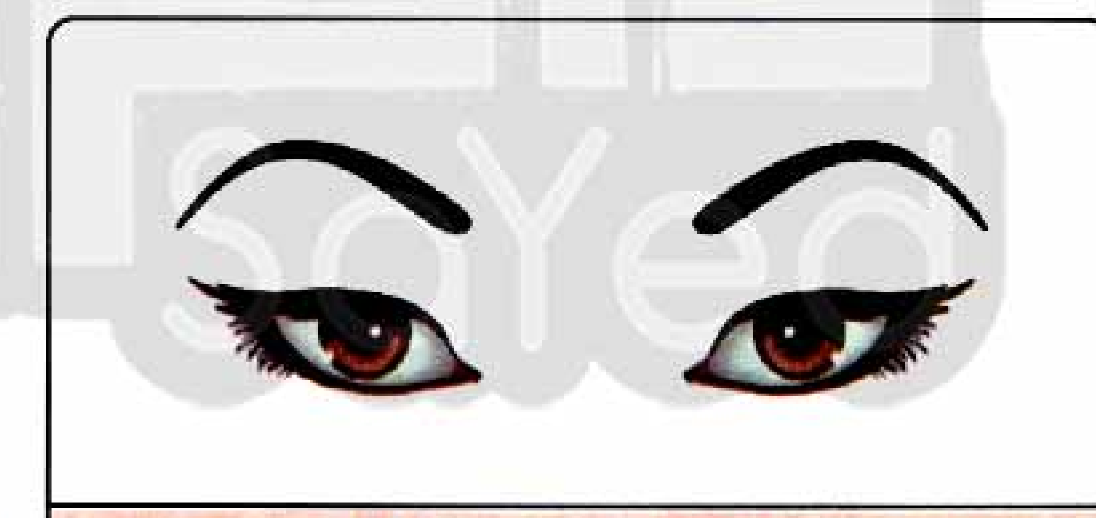
2) black eyes • 

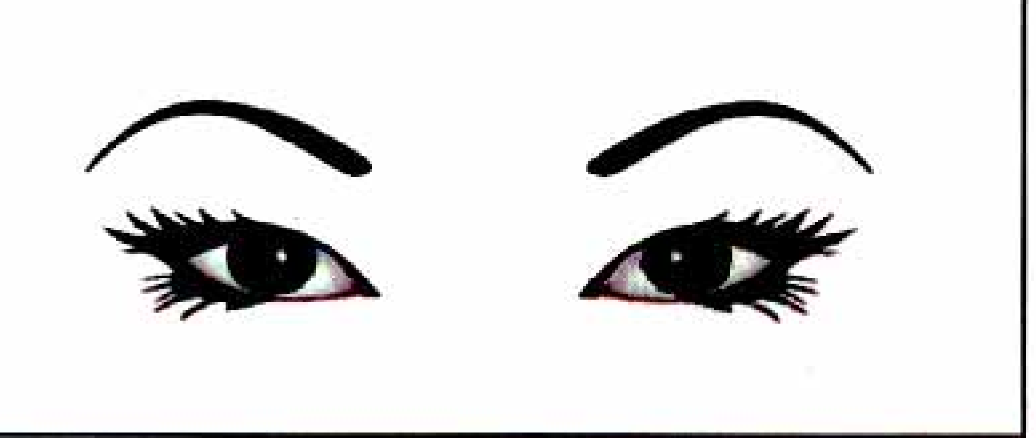
3) green eyes • 

4) blue eyes • 

2 Look and circle. أنظر و ضع دائرة حول الإجابة الصحيحة.


I have (green – black) eyes.


I have (blue – brown) eyes.


I have (black – brown) eyes.


I have (blue – green) eyes.

3 Look and tick (✓).

أنظر و ضع علامة (✓).

	Yes	No
1) I have black eyes.		
2) I have green eyes.		
3) I have brown eyes.		
4) I have blue eyes.		
5) We are all beautiful.		

4 Trace and color.

تتبع النقط و لون.



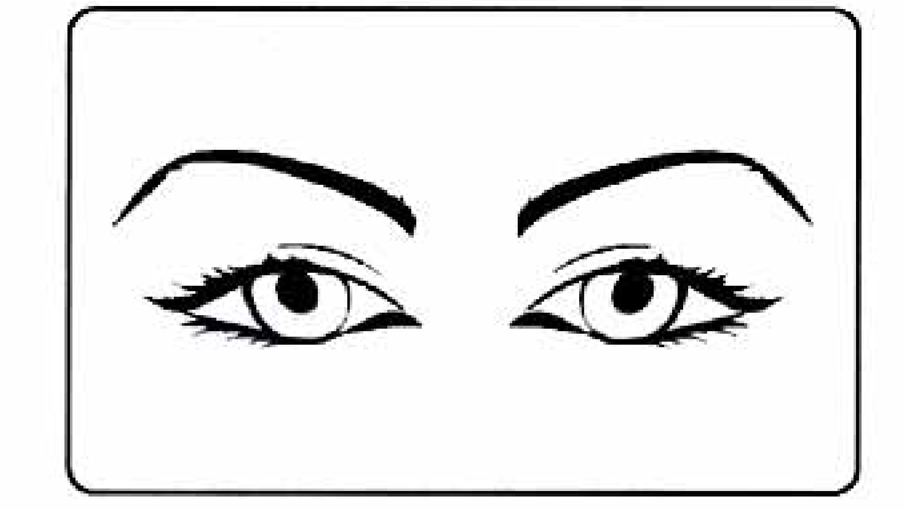
green eyes



blue eyes



brown eyes



black eyes

Lesson 5

My senses
(connect with science)

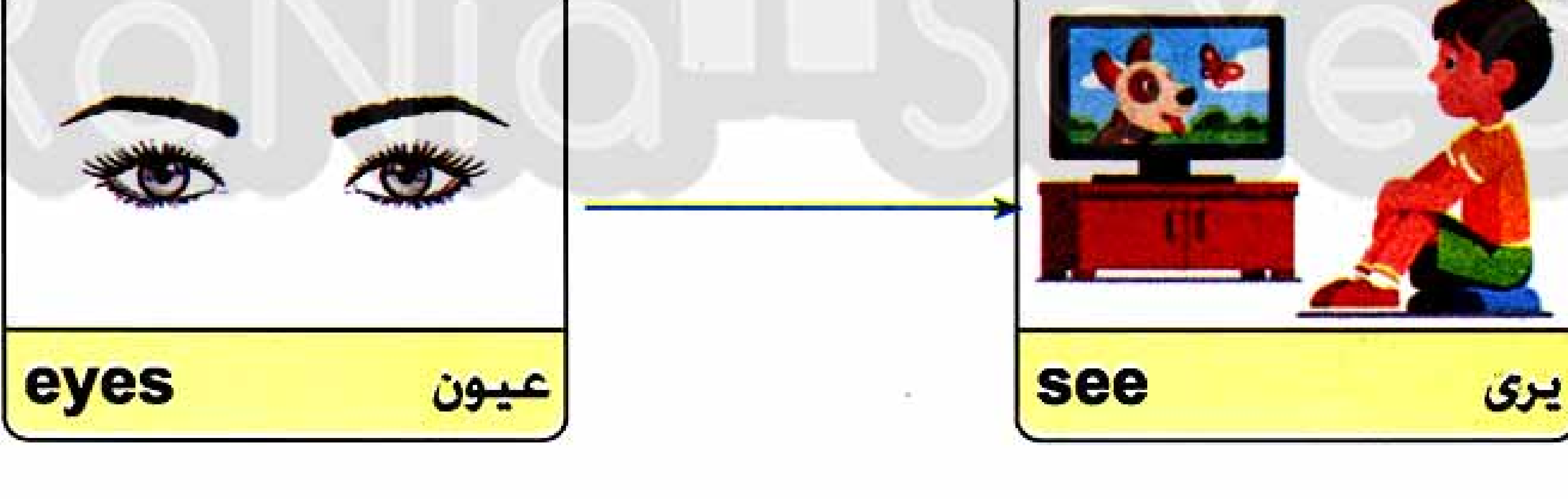
Objectives SB P. (9) / AB P. (9)

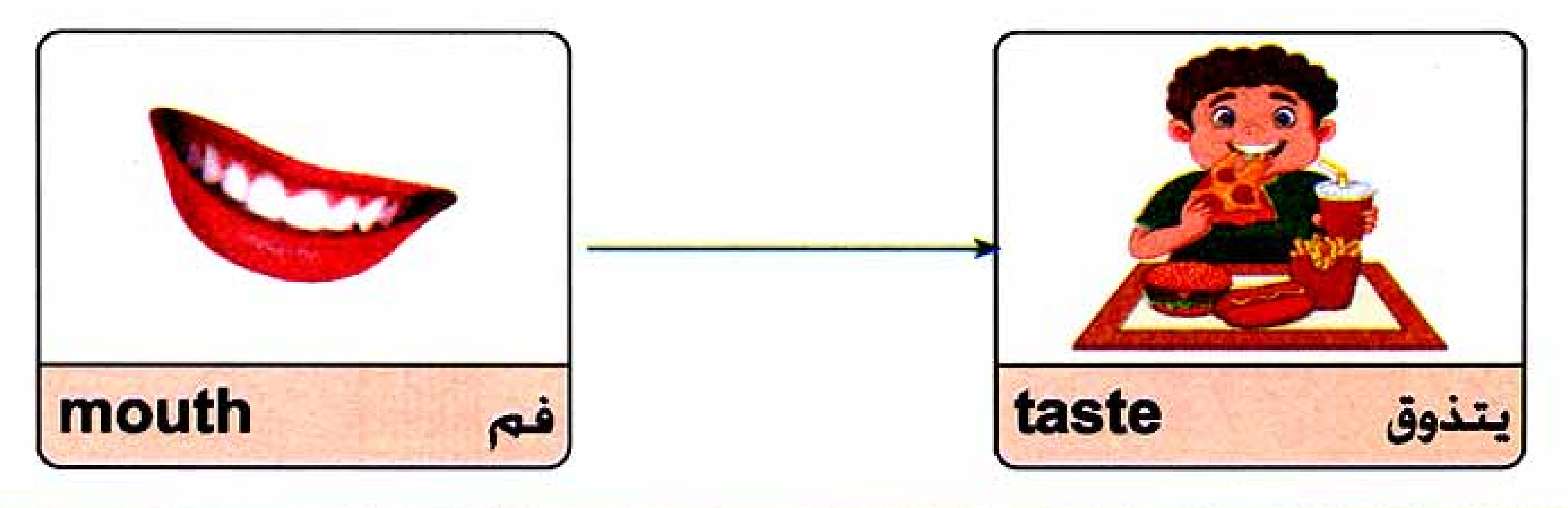
- To learn about the five senses. - لتعلم الحواس الخمسة.
- To reinforce vocabulary about parts of the body. - لتأكيد المعانى الخاصة بأجزاء الجسم.
- To use verbs of senses. - لاستخدام الأفعال الخاصة بالحواس.

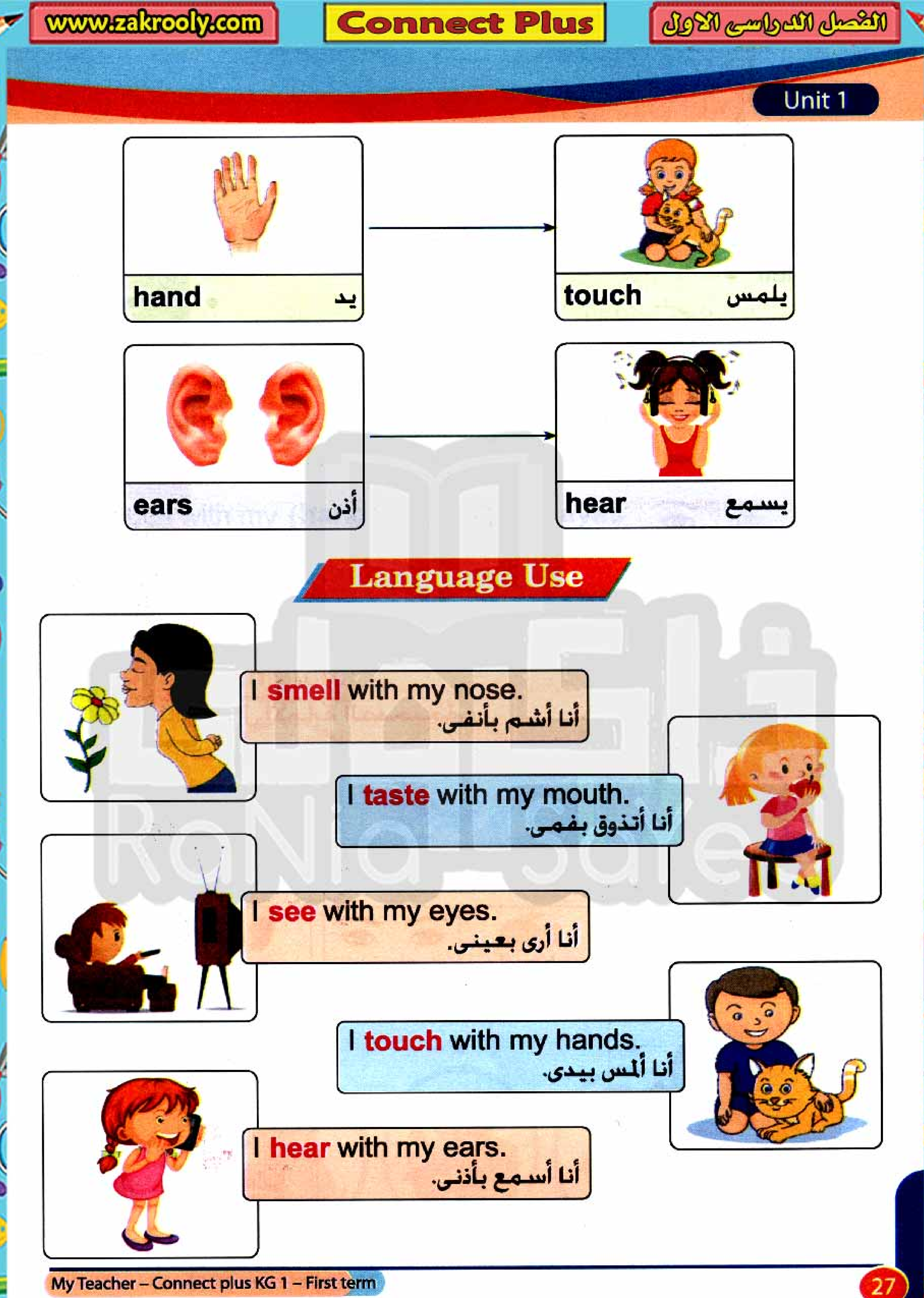
The five senses

Parts of the body	Verbs used
nose أنف	smell يشم
eyes عيون	see يرى
mouth فم	taste يتذوق







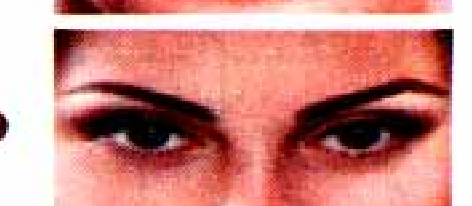

hand يد
touch يلمس
ears أذن
hear يسمع
Language Use
I smell with my nose.
أنا أشم بأنفى.
I taste with my mouth.
أنا أتذوق بفمى.
I see with my eyes.
أنا أرى بعينى.
I touch with my hands.
أنا ألمس بيدى.
I hear with my ears.
أنا أسمع بأذنى.

Activities

1 Match.

صـل.

1) smell •



2) touch •



3) hear •



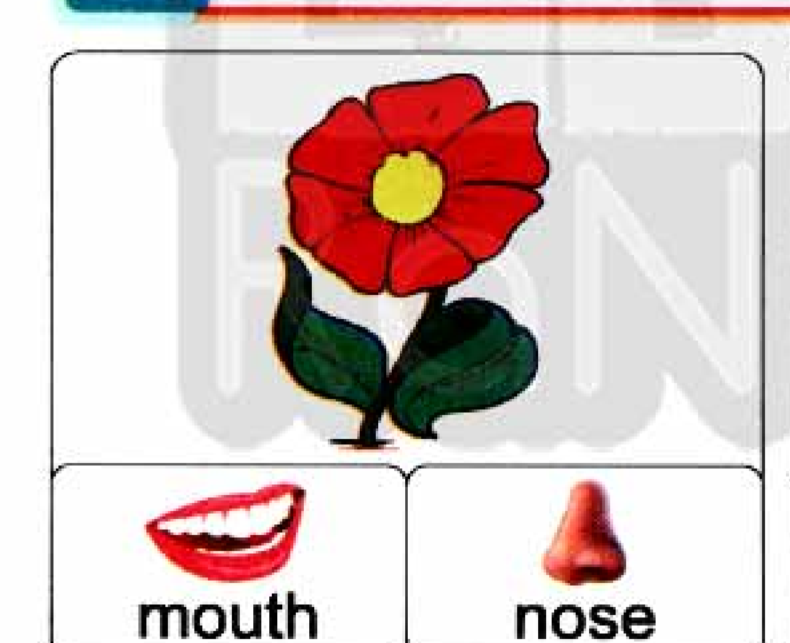
4) see •

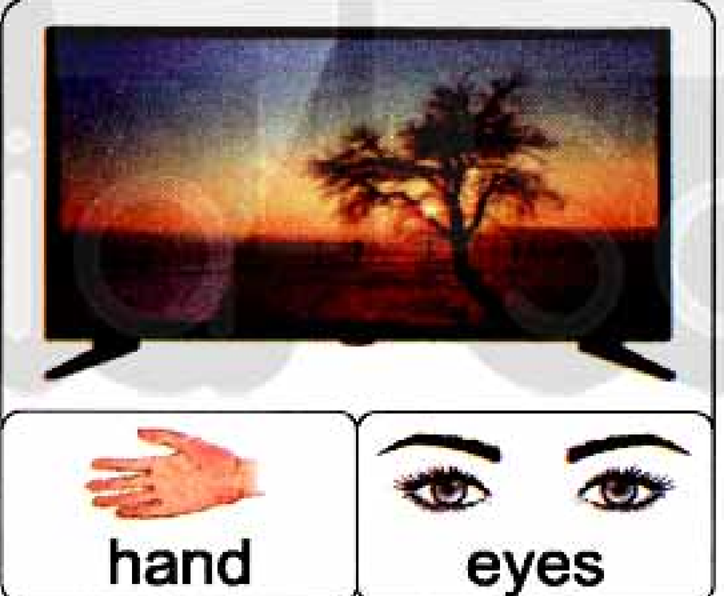


5) taste •

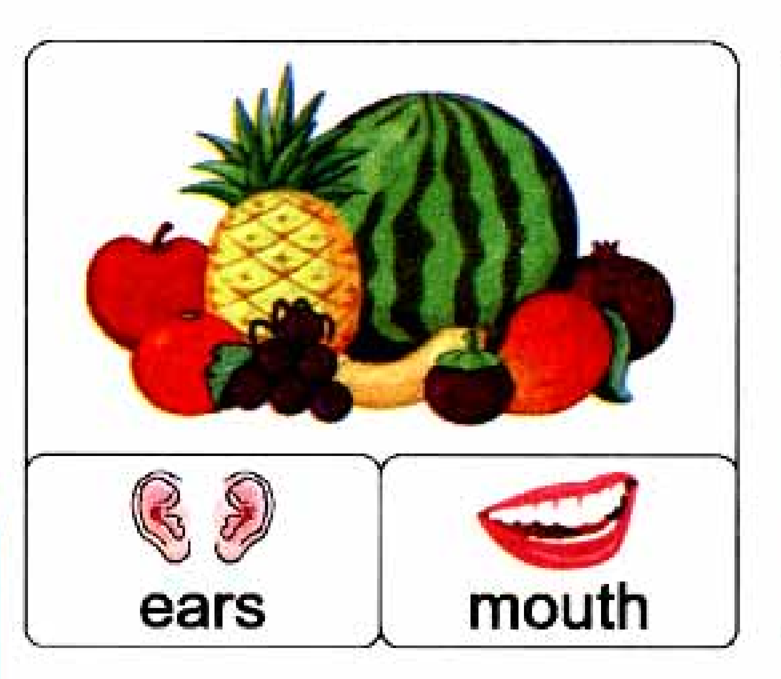
2 Look and circle.

أنظر و ضع دائرة حول الإجابة الصحيحة.









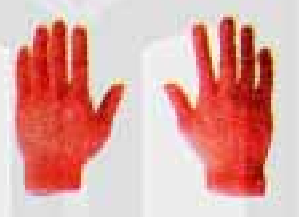
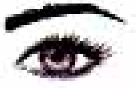


3 Look and choose. أنظر واختار.

1) I smell with my (nose  – mouth ).

2) I taste with my (mouth  – eyes  ).

3) I see with my (eyes  – nose ).

4) I touch with my (hands  – eyes  ).

5) I hear with my (ears  – nose ).

4 Look and match. أنظر و صل.

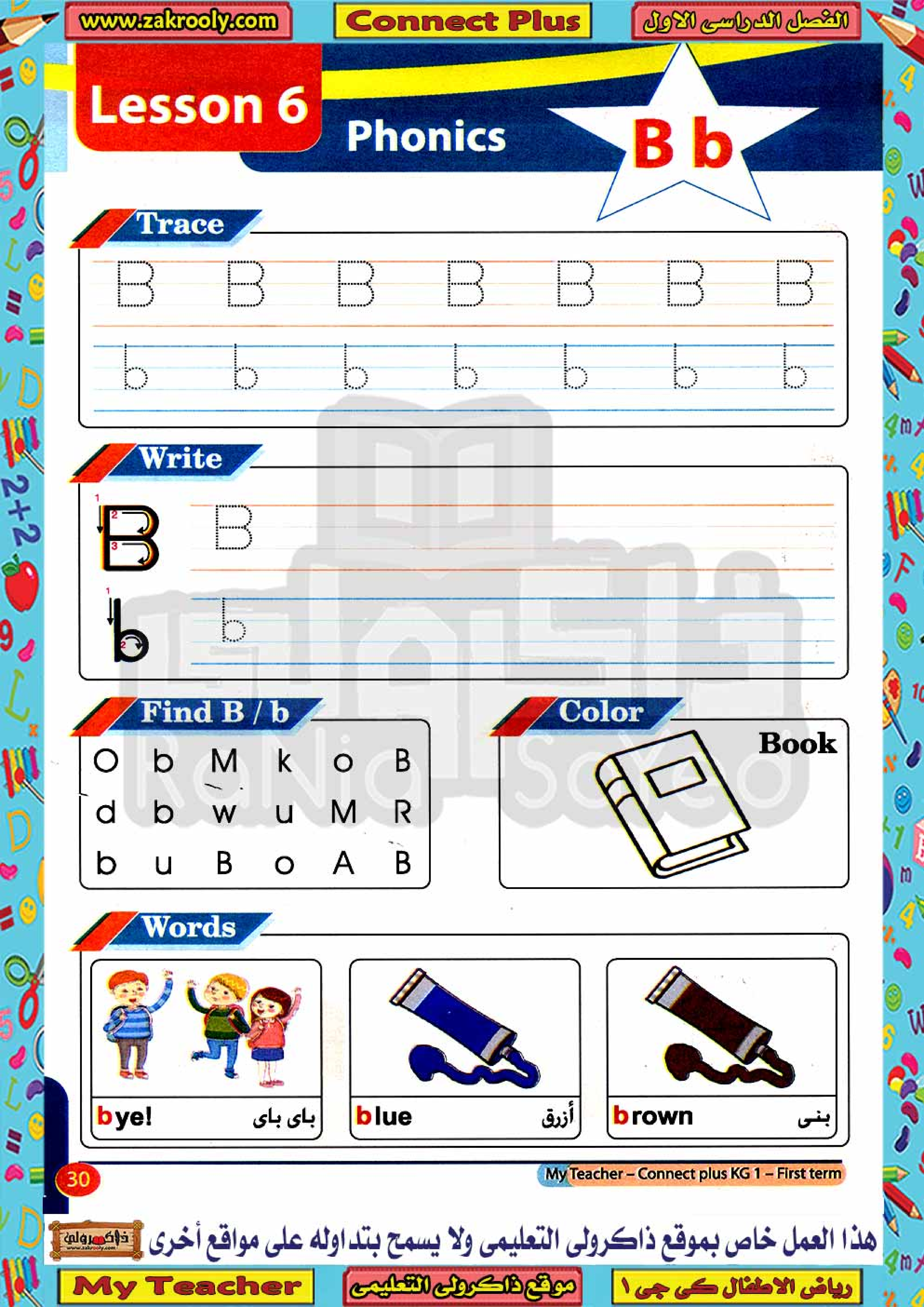










Lesson 6

Phonics

B b

Trace

B B B B B B B

b b b b b b b

Write

B

b

Find B / b

O	b	M	k	o	B
d	b	w	u	M	R
b	u	B	o	A	B

Color

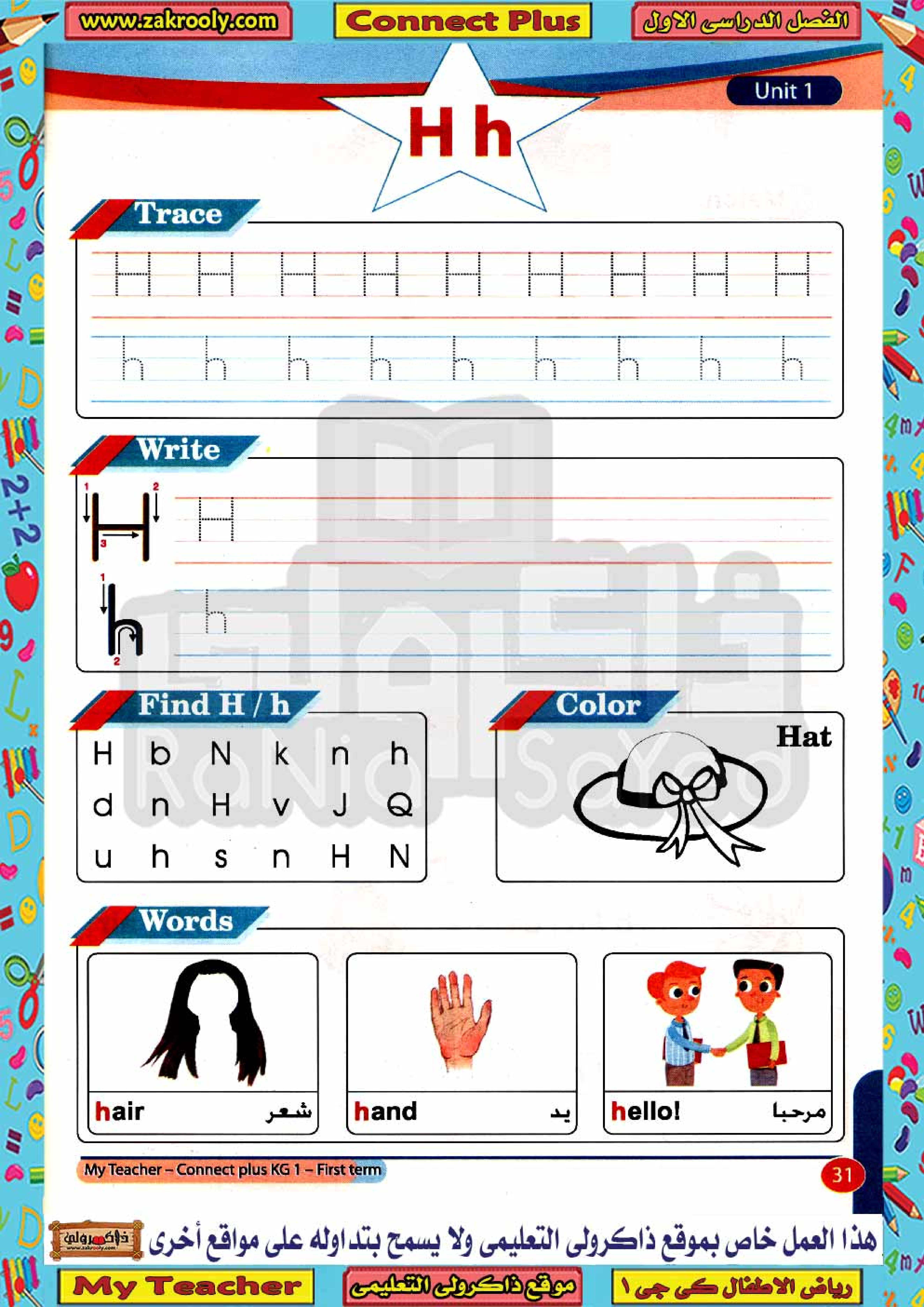
Book

Words

bye! باى باى

blue أزرق

brown بنى



Unit 1

H h

Trace

H H H H H H H H H

h h h h h h h h h

Write

H

h

Find H / h

H	b	N	k	n	h
d	n	H	v	J	Q
u	h	s	n	H	N

Color

Hat

Words

hair شعر	hand يد	hello! مرحبا

Activities

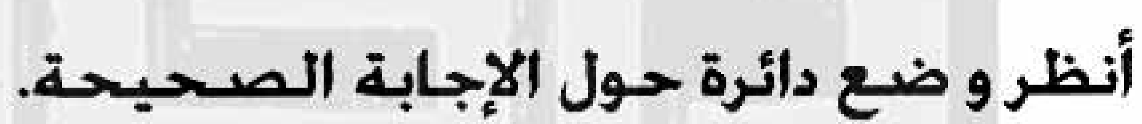
1 Match. صل.

1) bee
2) bag
3) blue
4) hand
5) hair
6) hello



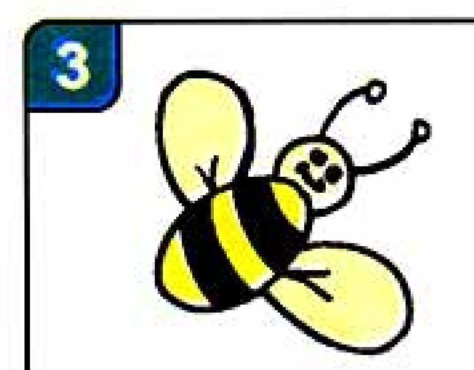



2 Look and circle. أنظر و ضع دائرة حول الإجابة الصحيحة.

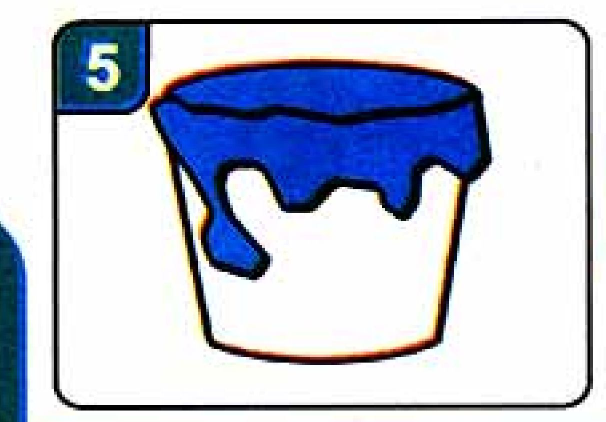


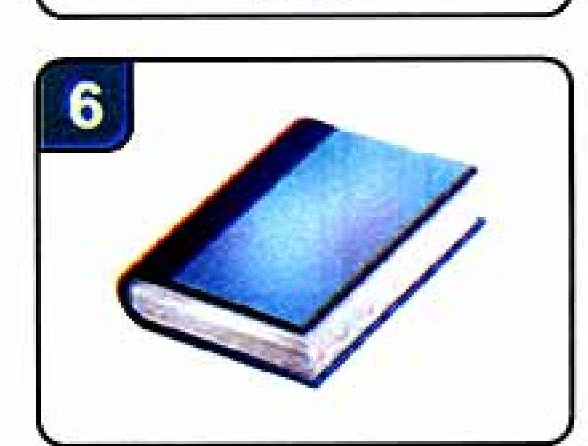
1  b / h ag

2   b / h and

3  b / h ee

4  b / h air

5  b / h lue

6  b / h ook

3 Trace, copy and say.

تتبع النقط و قل.

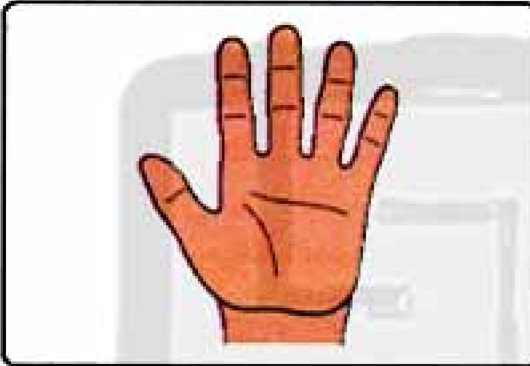
bag bag -ag



bee bee -ee



hair hair -air

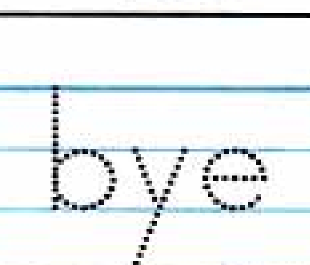


hand hand -and

4 Trace.

تتبع.



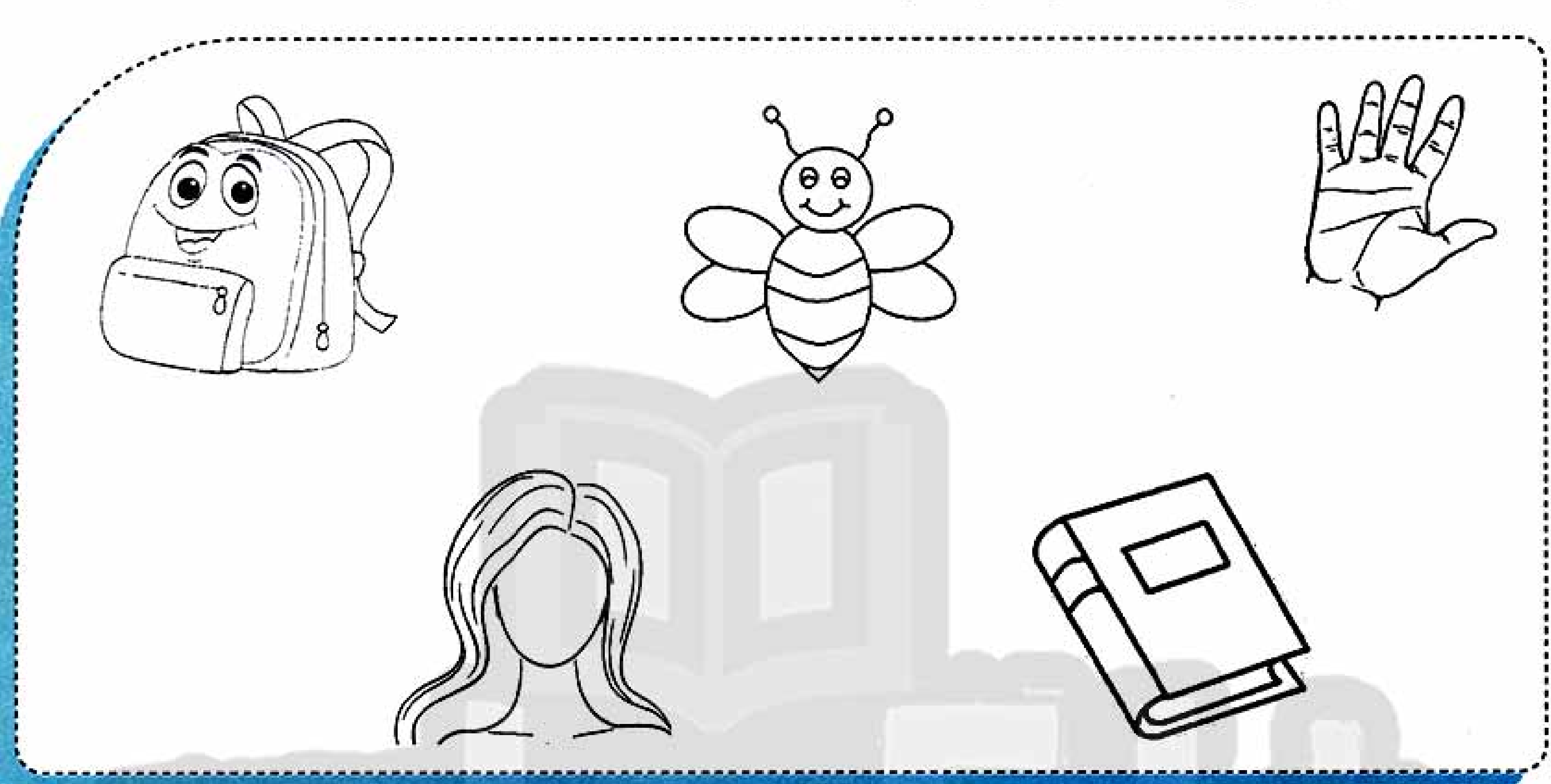


bye	Hello	brown
bye	Hello	brown



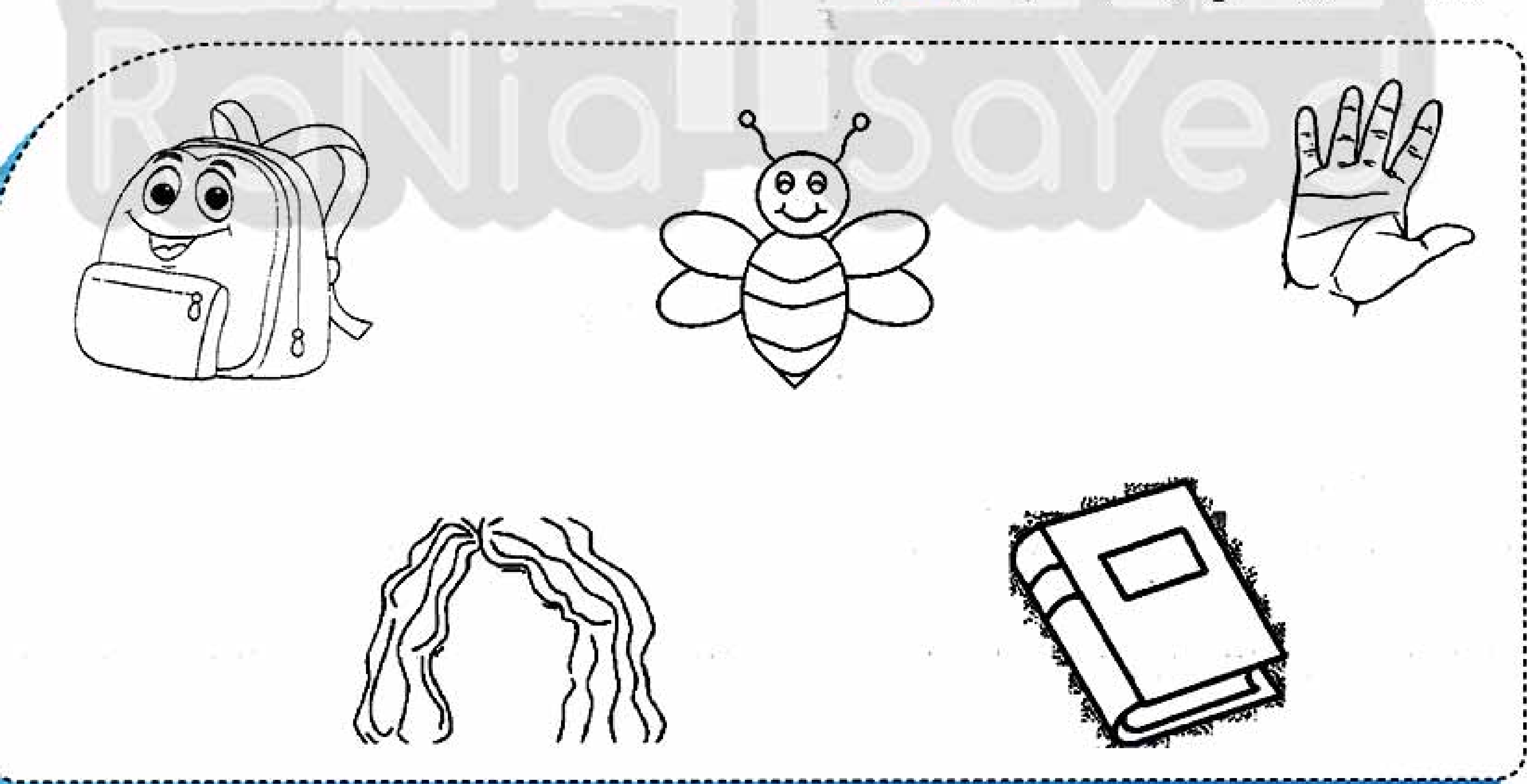
5 Color pictures that begin with / h /.

لون الصور التى تبدأ بصوت (h)



6 Color pictures that begin with / b /.

لون الصور التى تبدأ بصوت (b)



Lesson 7
What color is it ?

Objectives SB P. (12) / AB P. (12)

- To identify vocabulary for colors. — للتعرف على الألوان.
- To use colors to describe things. — لاستخدام الألوان لوصف الأشياء.
- To ask and answer question **"What color is it?"** — ما هو لونه ؟

Colors


red أحمر

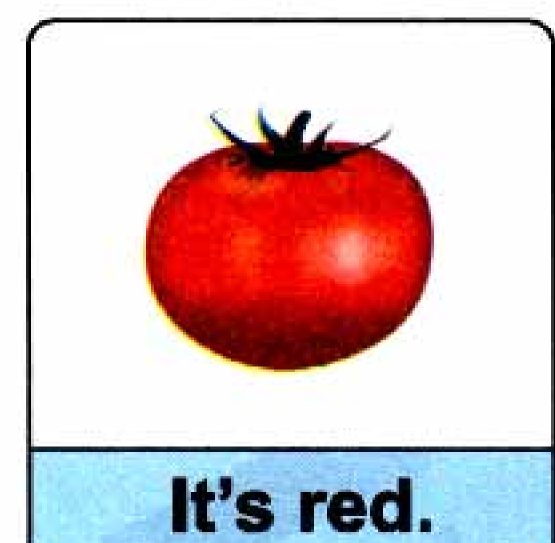

blue أزرق


yellow أصفر

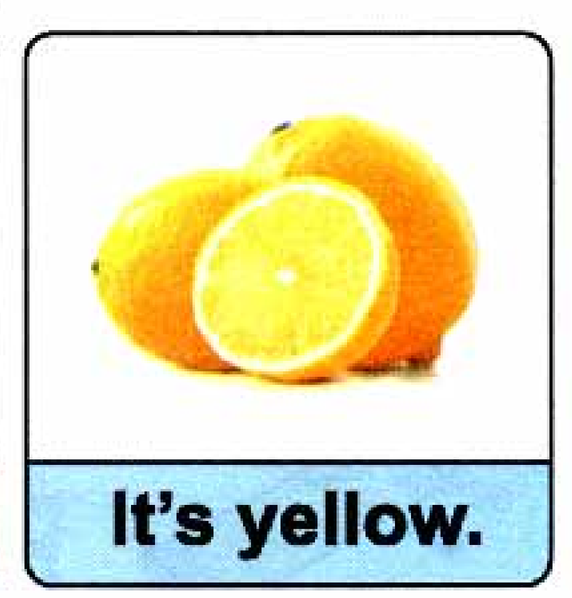

green أخضر


brown بنى


orange برتقالى


It's red.


It's green.


It's yellow.


It's blue.

Unit 1

Language Use

1
- What color is it? – تستخدم للسؤال عن لون الأشياء (ما لونها؟)
- It's .... – للإجابة وإعطاء اللون.

What color is it?



It's orange.



What color is it?



It's brown.



Activities



1 Match. صل.

1) red •

2) blue •



3) yellow •



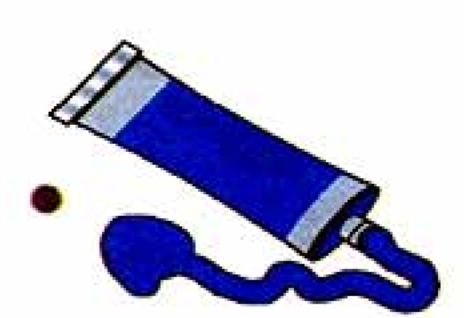
4) green •

5) orange •

6) brown •



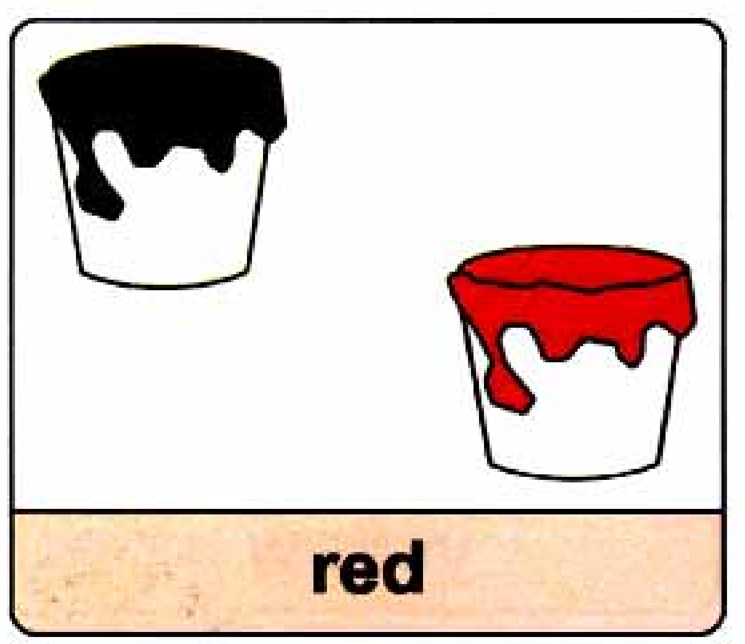


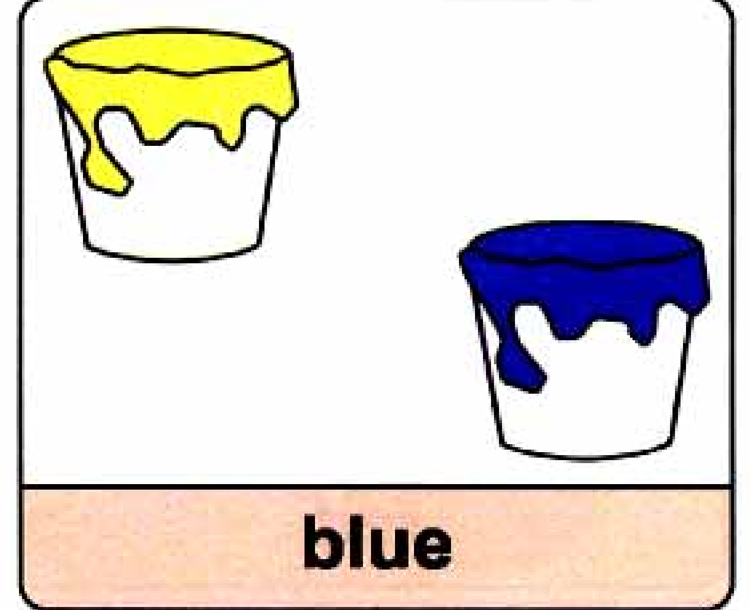


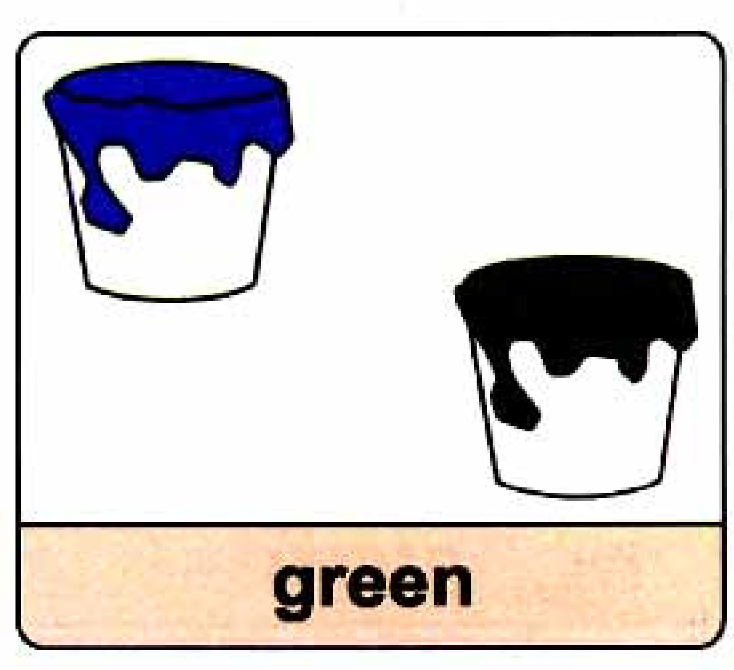


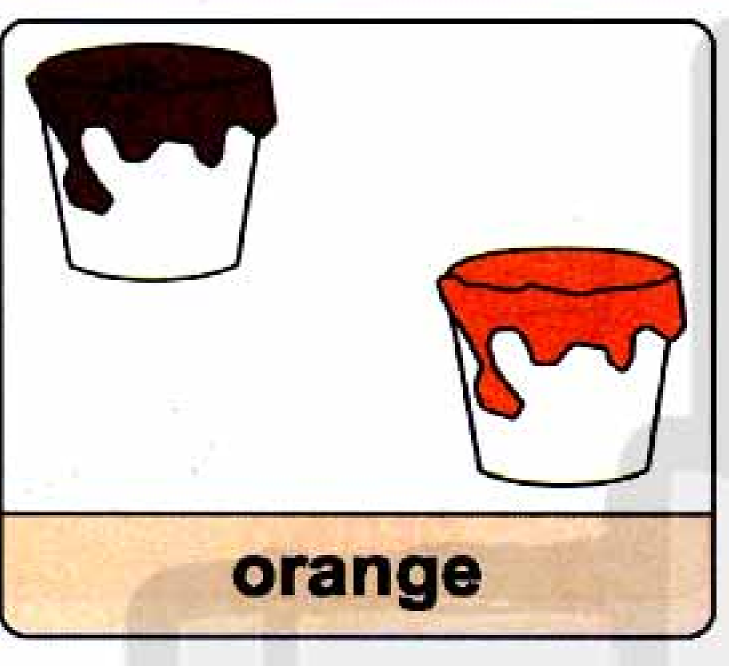
2 Look and circle.

أنظر و ضع دائرة حول الإجابة الصحيحة.

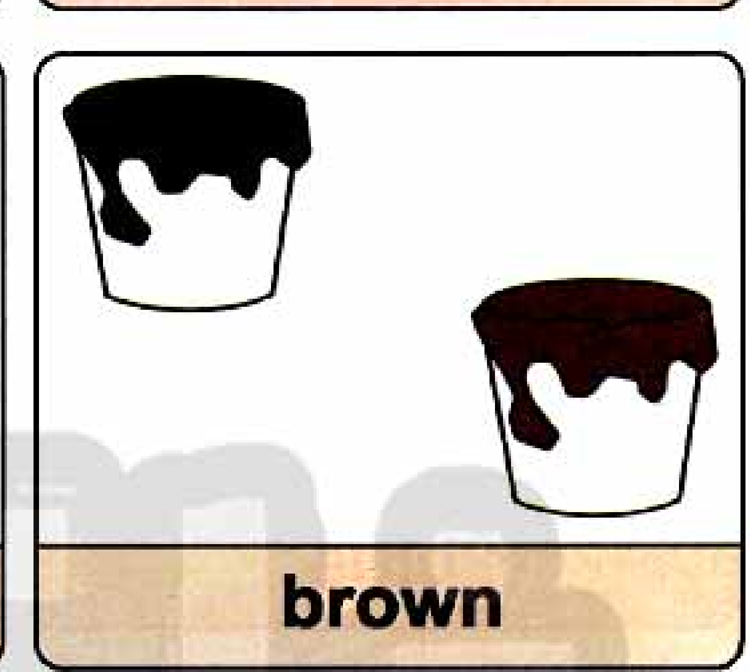












3 Look and tick (✓).

أنظر و ضع علامة (✓).

Yes No

1) It's red.



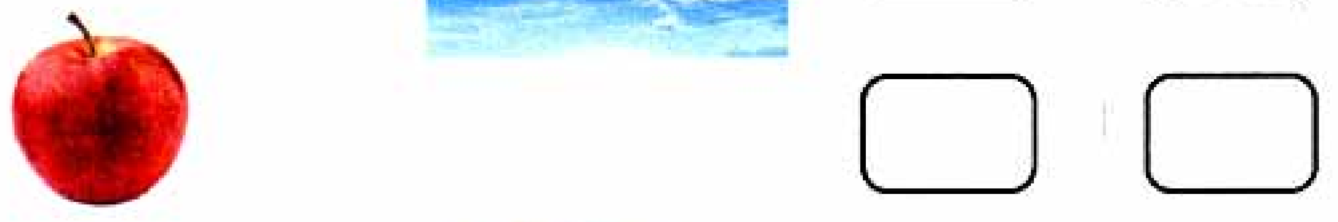
2) It's green.



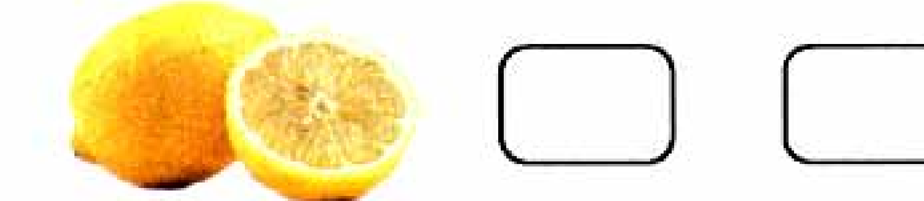
3) It's orange.



4) It's blue.

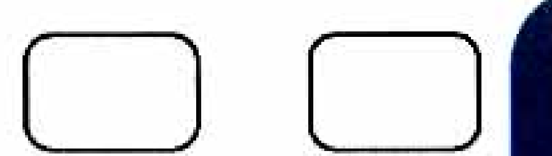


5) It's yellow.



6) It's brown.

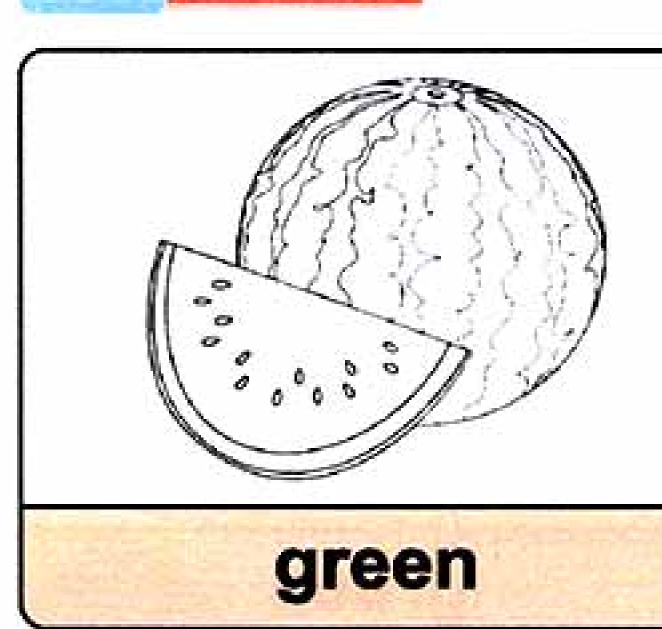




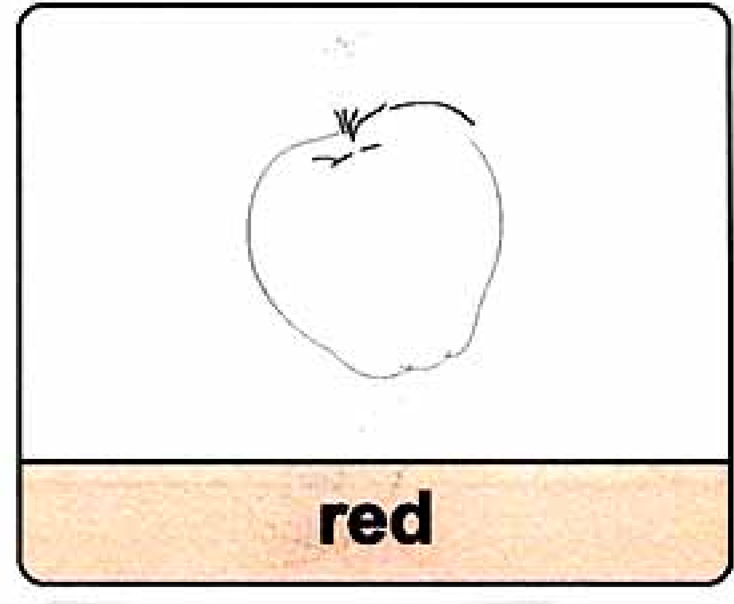
Unit 1

4 Color.

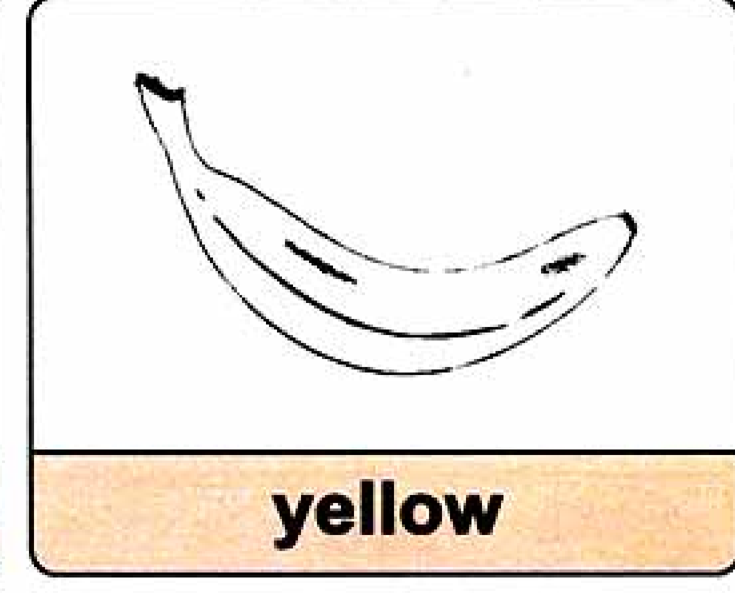
لون.



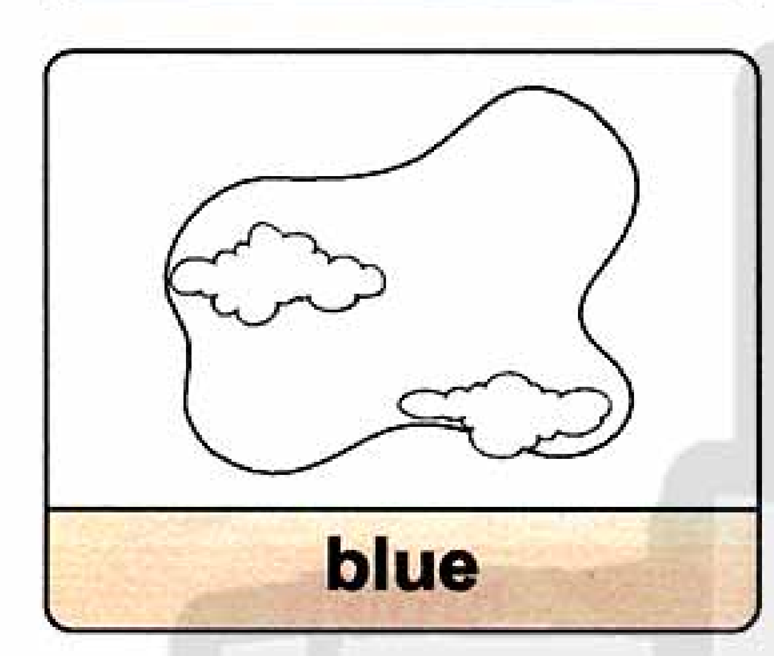
green



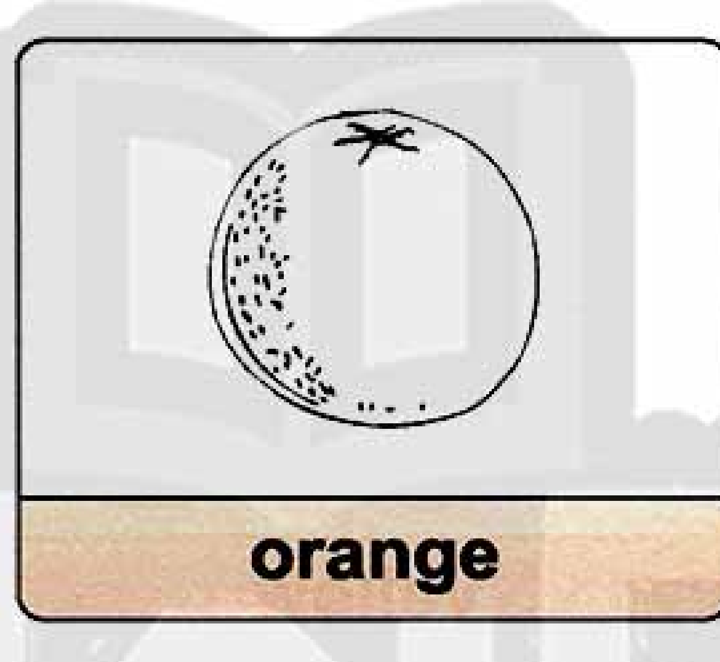
red



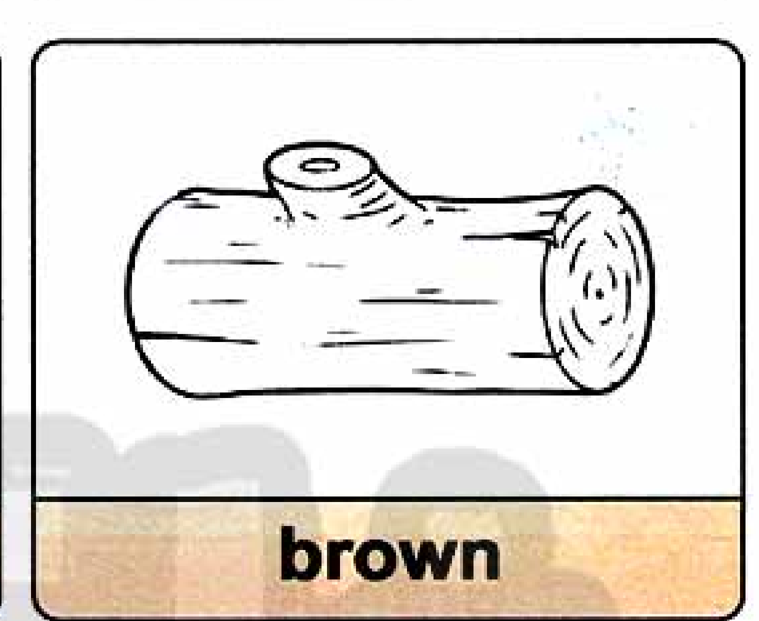
yellow



blue



orange



brown

5 Look and tick (✓) the right answer.

أنظر وضع علامة (✓).

1





- ☐ It's brown.
- ☐ It's red.

2





- ☐ It's blue.
- ☐ It's yellow.

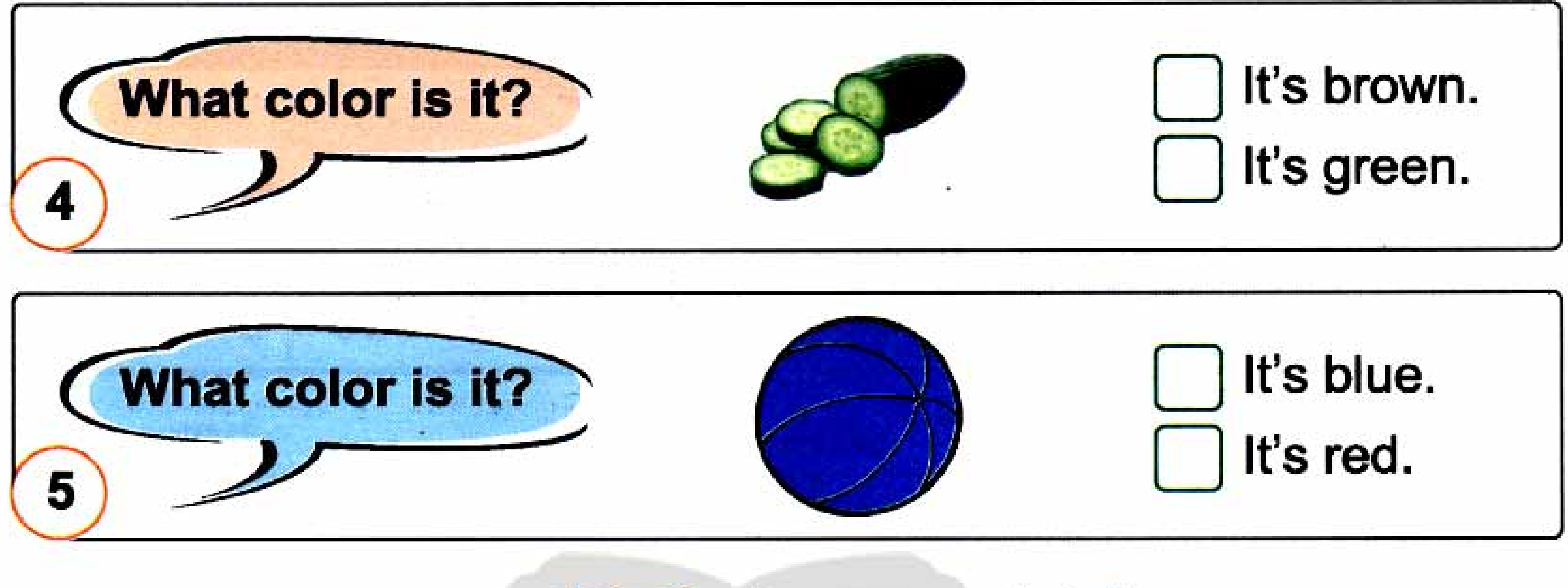
3





- ☐ It's red.
- ☐ It's green.

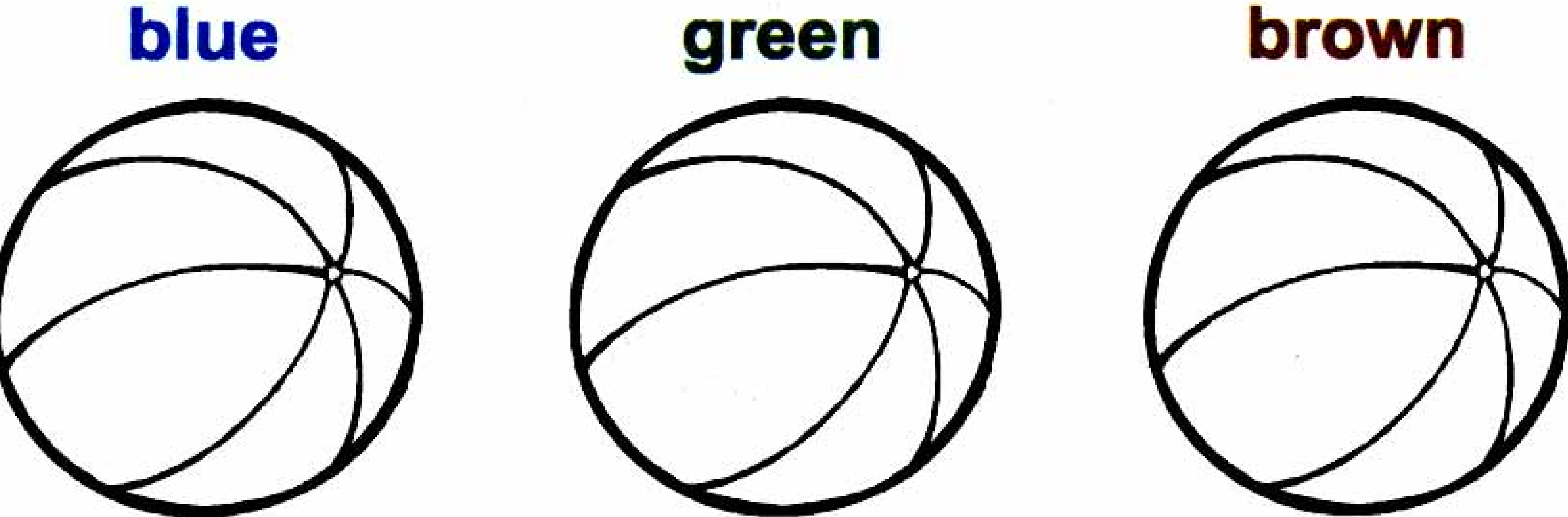



What color is it?
4
It's brown.
It's green.


What color is it?
5
It's blue.
It's red.

6 **Color.** لـون.


red
yellow
orange


blue
green
brown



Lesson 8

I like green

Objectives SB P. (13 – 14) / AB P. (14 – 15)

- To use vocabulary for colors. – لاستخدام الكلمات الخاصة بالألوان.
- To talk about their favourite colors. – للحديث عن الألوان المفضلة لديهم.

Note

I like .... تستخدم عندما تتحدث عن شئ تحبه



I like **green**. أنا أحب الأخضر



I like **blue**. أنا أحب الأزرق



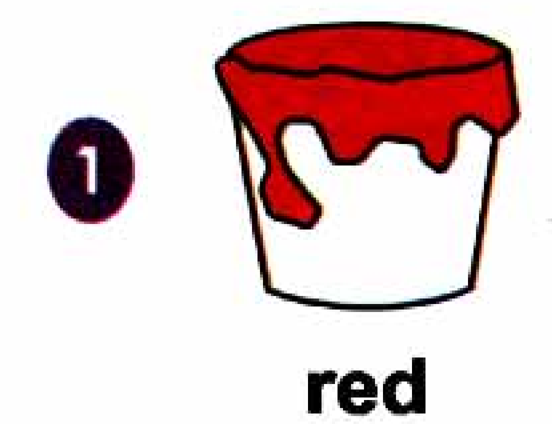
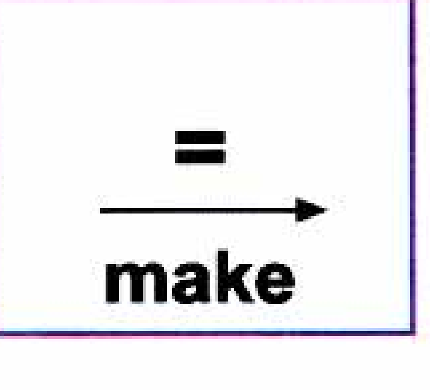


**This is my balloon.
It's for Mommy**



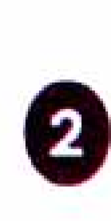
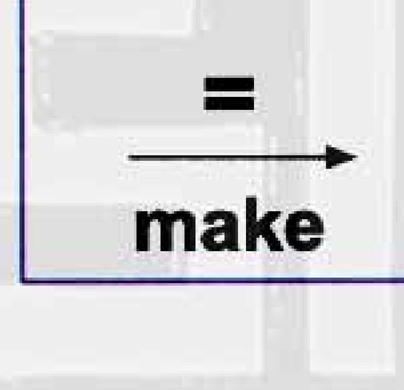
**This is my balloon.
It's for Daddy**

A new color

1 
red
+ 
yellow

= make

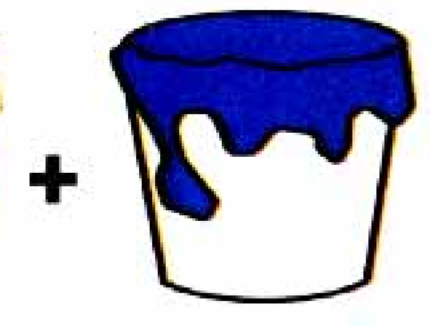
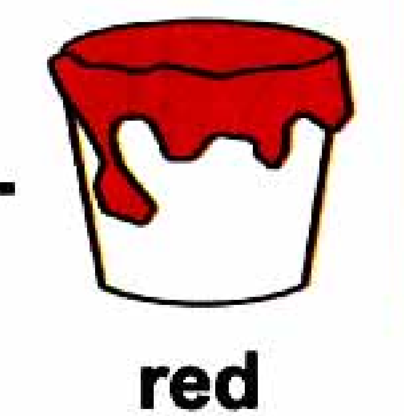
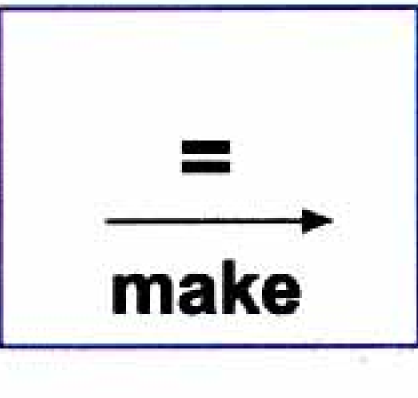
orange

Red and yellow make orange.


2 
blue
+ 
yellow

= make

green




3 
yellow
+ 
blue
+ 
red

= make

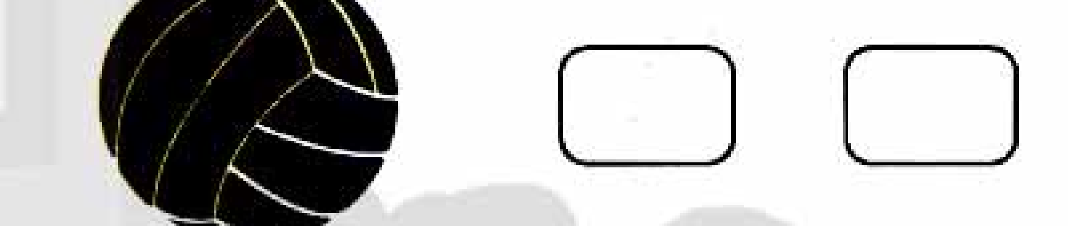
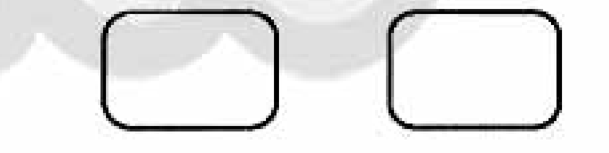
brown



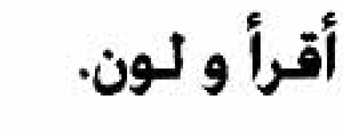
Activities

1 Look and tick (✓).

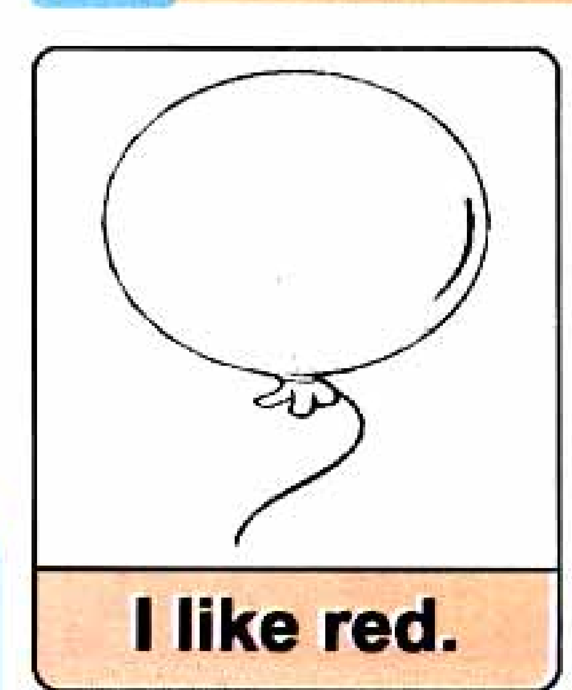
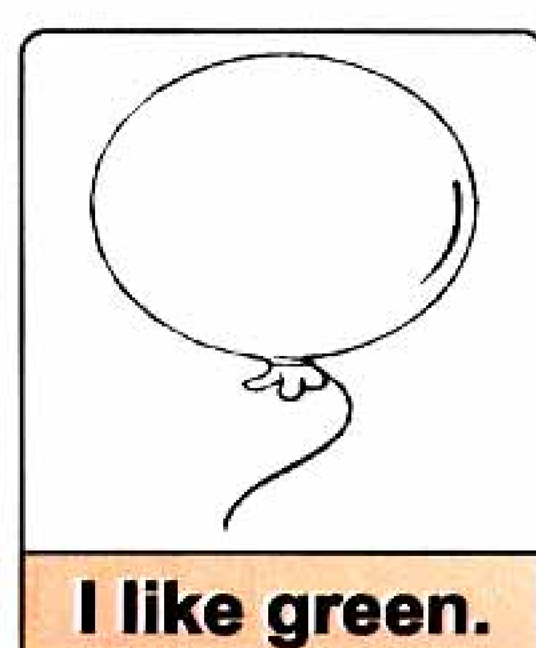
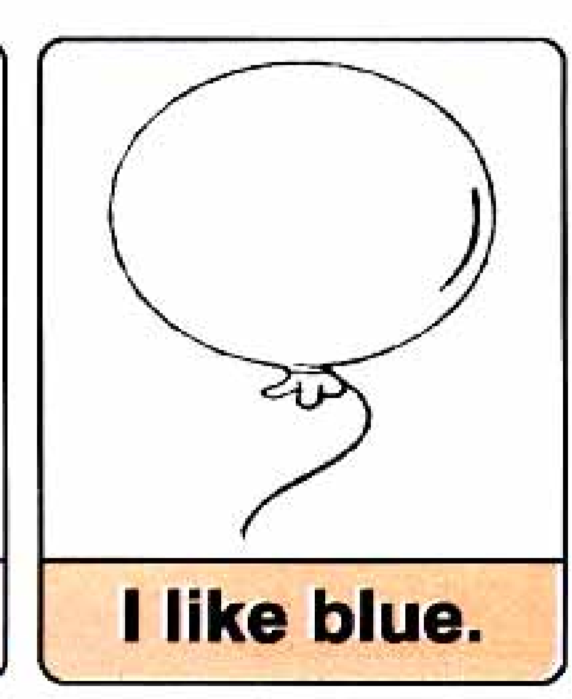
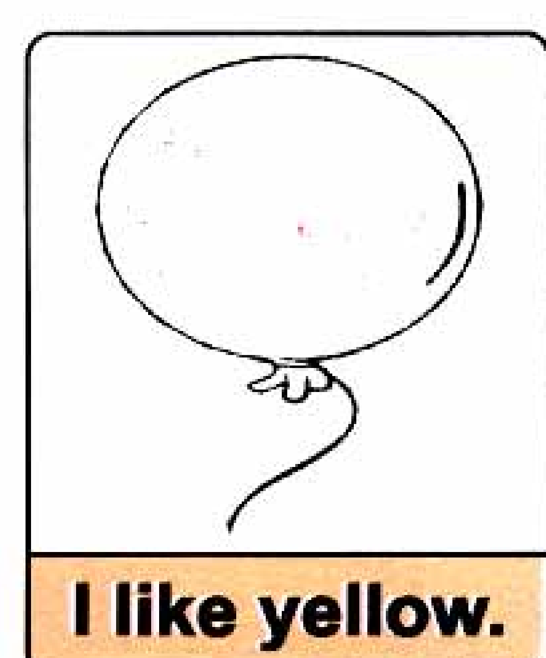
أنظر و ضع علامة (✓).

		Yes	No
1) It's red.			
2) It's green.			
3) It's orange.			
4) It's brown.			
5) It's blue.			
6) It's yellow.			

2 Read and color.



أقرأ و لون.

			
I like red.	I like green.	I like blue.	I like yellow.

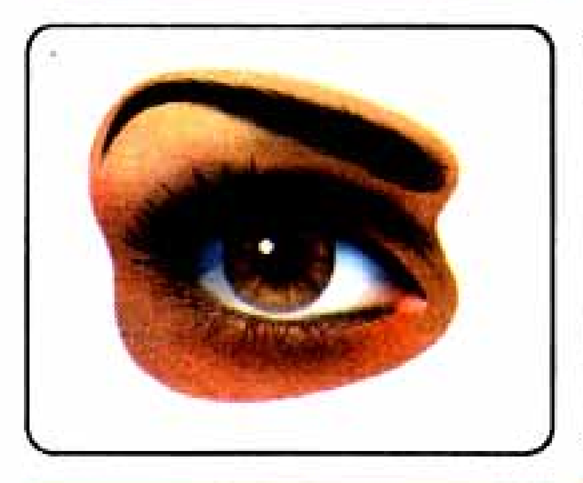
Writing corner

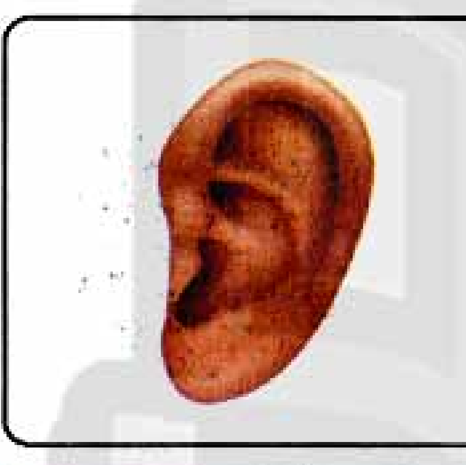

mommy


daddy


sister


brother


eye

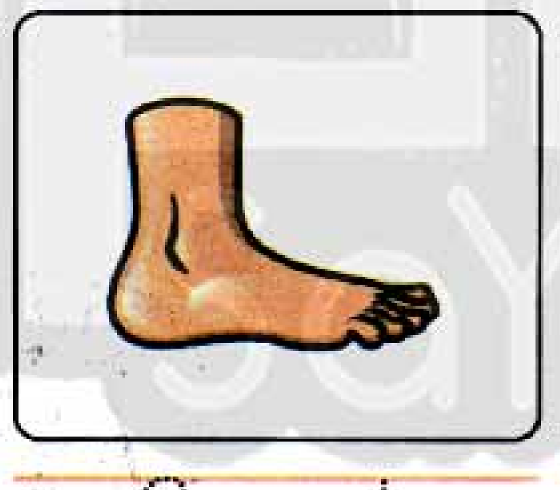

ear

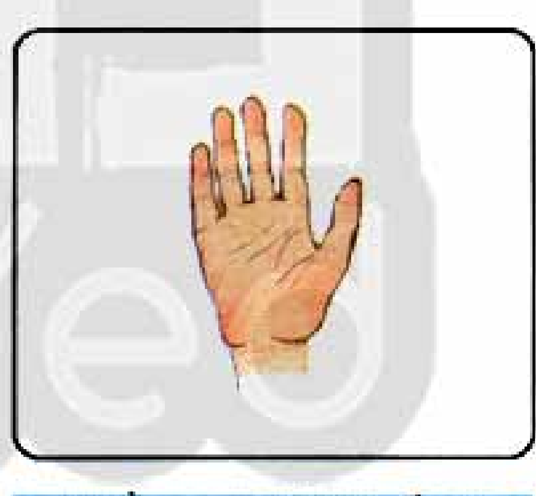

mouth


hair

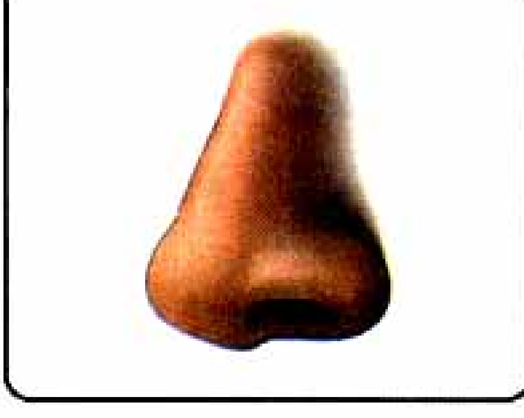

arm


leg


foot


hand


face

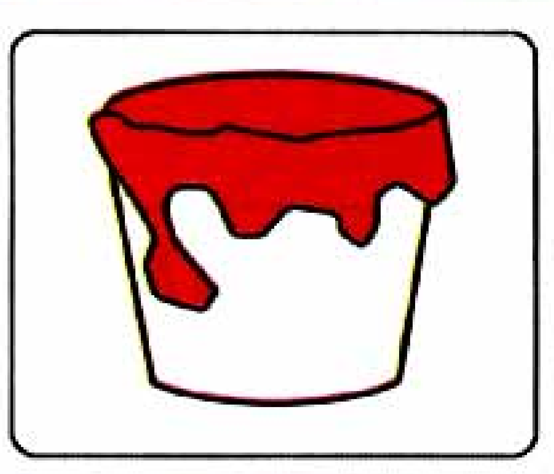

nose

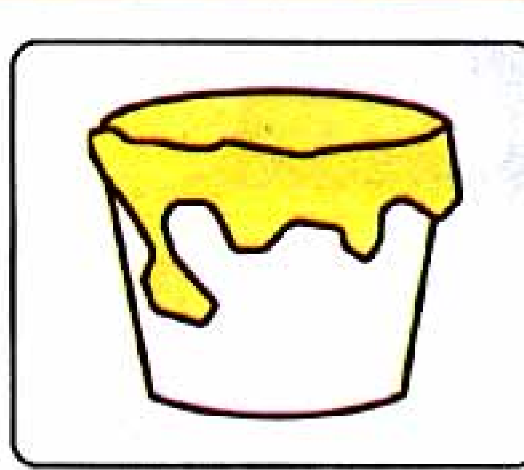

bee

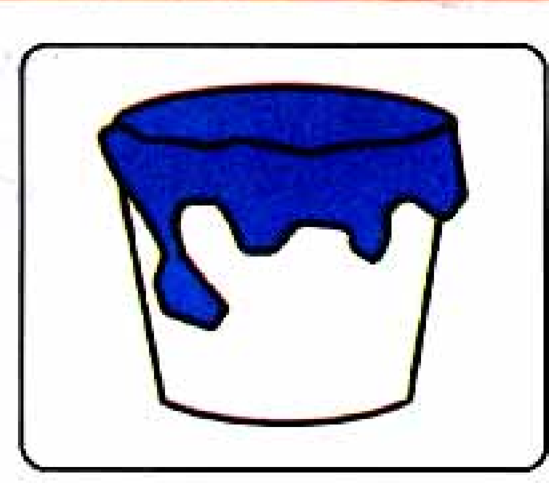

bag



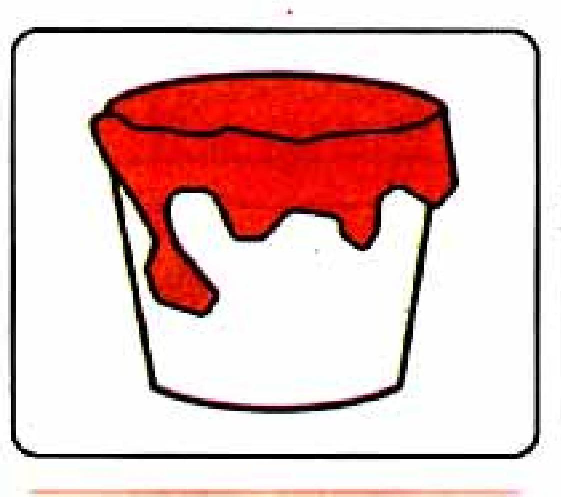
Unit 1

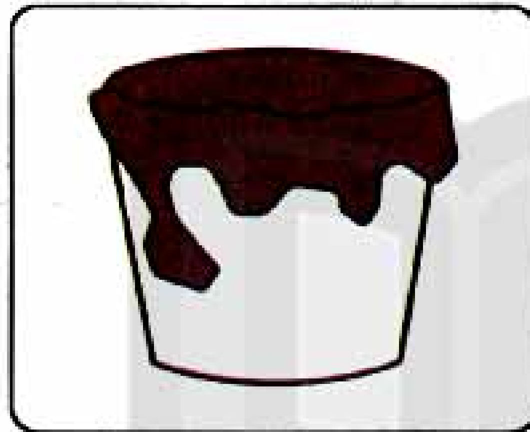

red

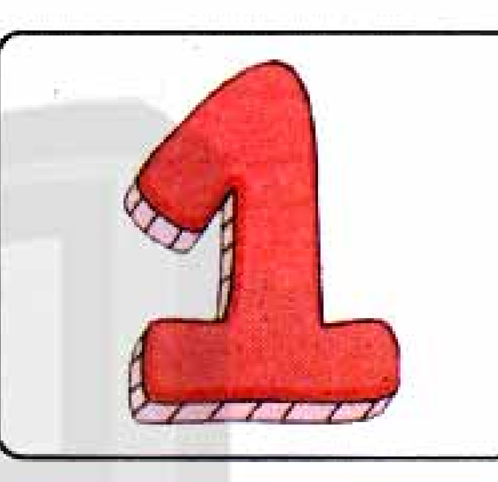

yellow

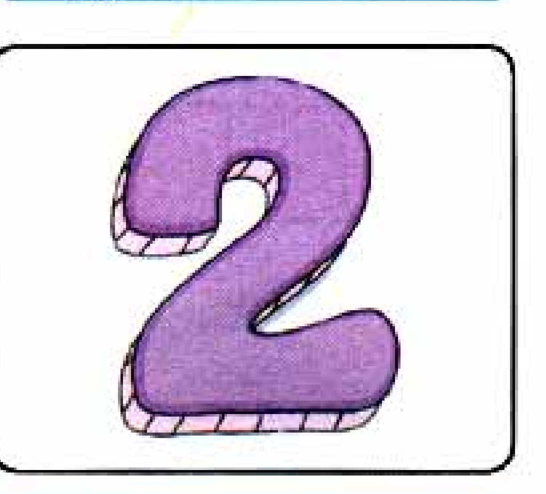

blue


green


orange


brown


one


two



This is my family

2

In my classroom



Vocabulary

- pencil, pen, eraser, sharpener, board, chair, table.
- Numbers 1 – 10.
- circle, triangle, square, rectangle.
- teacher, librarian, nurse.

Language

- This is a (pen).
- How many are there?
- This is an (eraser).
- It's a circle.

Phonics

- / M / **m**ath, classroo**m**.
- / N / **n**ose, **n**urse, pe**n**.

Values

- Collaboration.
- Independence.

Integrated cross-curriculum topics

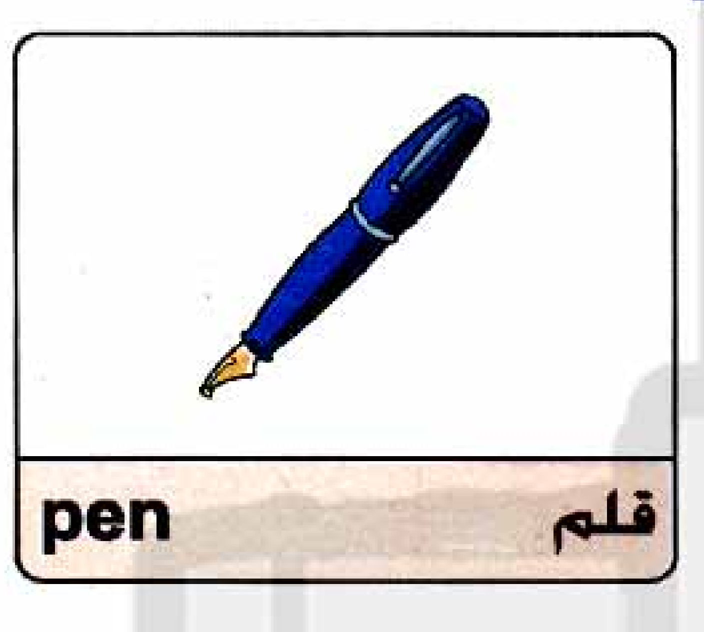
- Social sciences : People who help us.
- Math : Shapes.
- Art : make a shape pictures.

Lesson 1 Vocabulary , Reading and speaking

Objectives SB P. (20 – 23) / AB P. (18 – 20)

- To identify and use vocabulary for school objects.
  - للتعرف على استخدم الكلمات الخاصة بالأدوات المدرسية.
- To ask and answer question "**What is this?**".

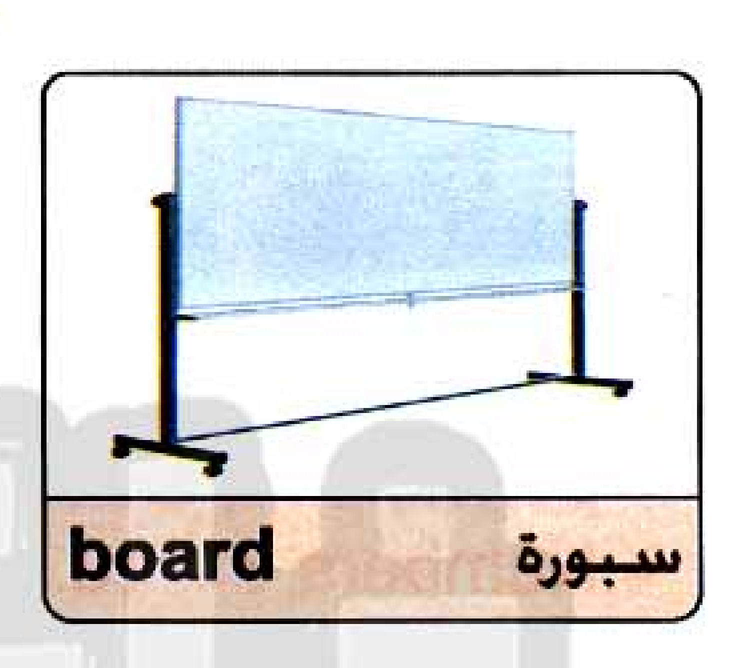
School objects



pen قلم



pencil قلم رصاص



board سبورة



sharpener براية



eraser استيكة



table طاولة

Notes

نضيف للكلمة التى تبدأ بحرف متحرك **an** , والحروف المتحركة هى :

(a – e – o – i – u)

an apple 

an egg 

an orange 

an ice cream 

an umbrella 

Language Use

1
- What is this? — تستخدم للسؤال عن الأشياء (ما هذا ؟).
- This is .... — تستخدم للتعريف بالأشياء.

What is this?



This is a pen.



What is this?



This is a pencil.



What is this?



This is a board.



What is this?



This is a sharpener.



What is this?



This is a table.



What is this?



This is an eraser.





Activities

1 Match.

صـل.



1) pen •

2) pencil •

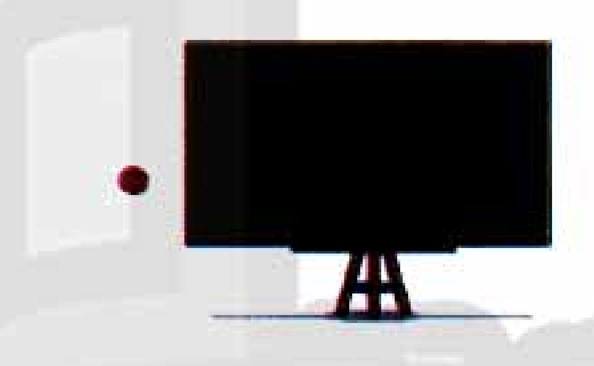
3) sharpener •

4) eraser •

5) board •

6) table •



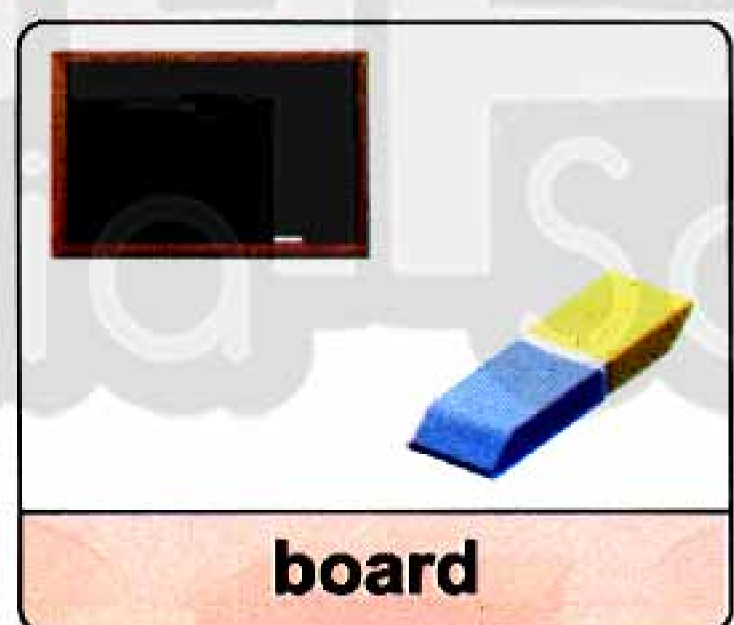




2 Look and circle.

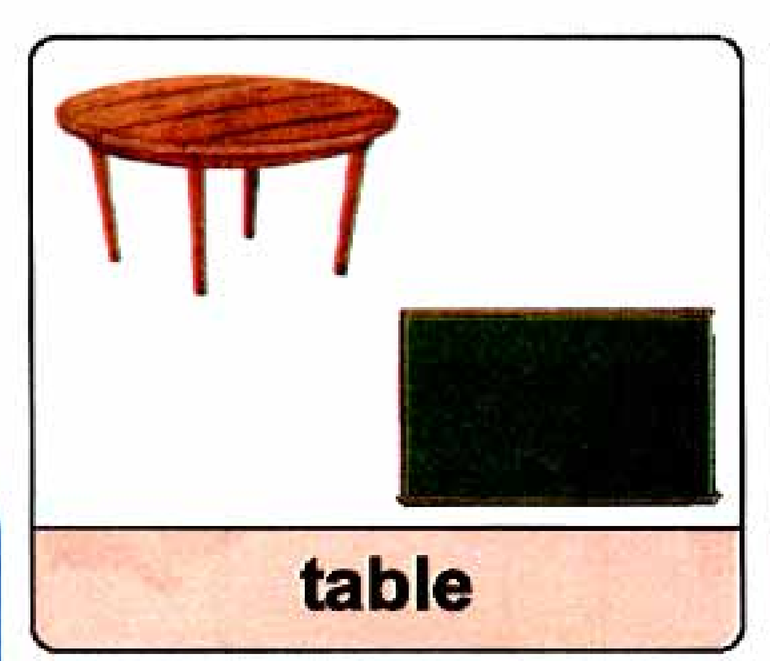
أنظر و ضـع دائرة حـول الإجـابـة الـصـحـيـحـة.

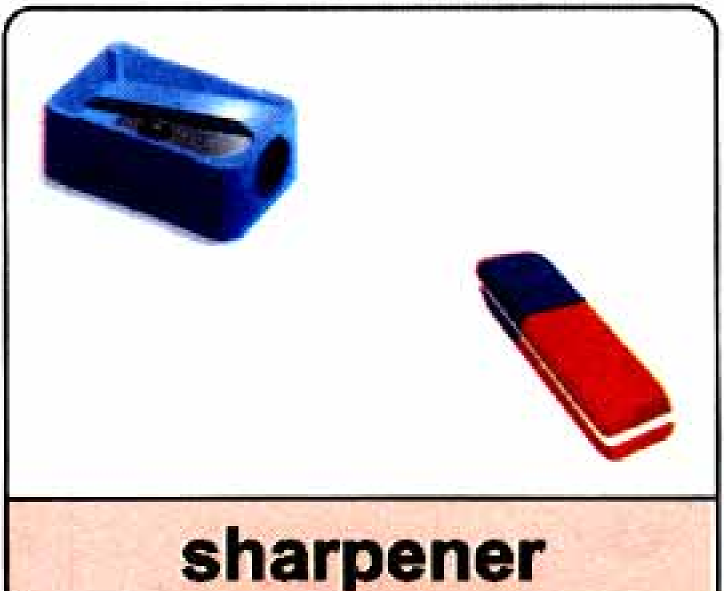

pen

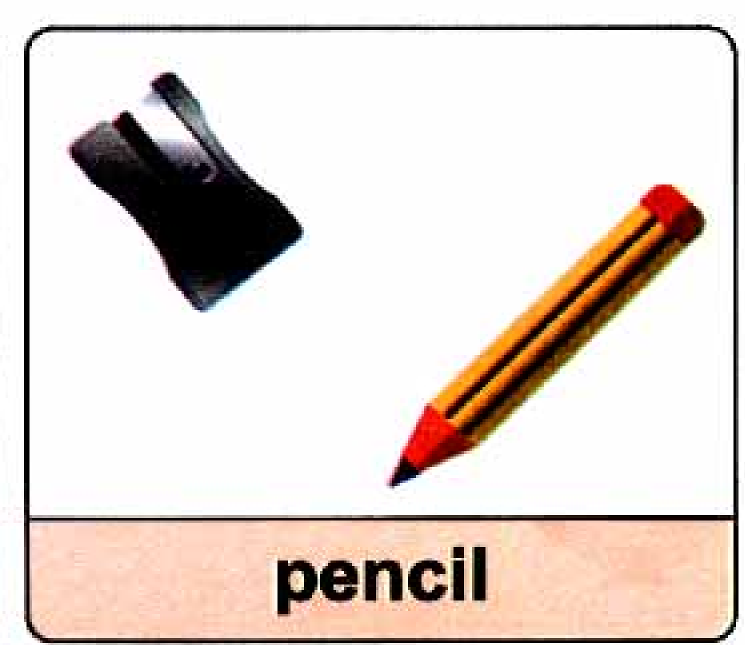

board



eraser


table


sharpener

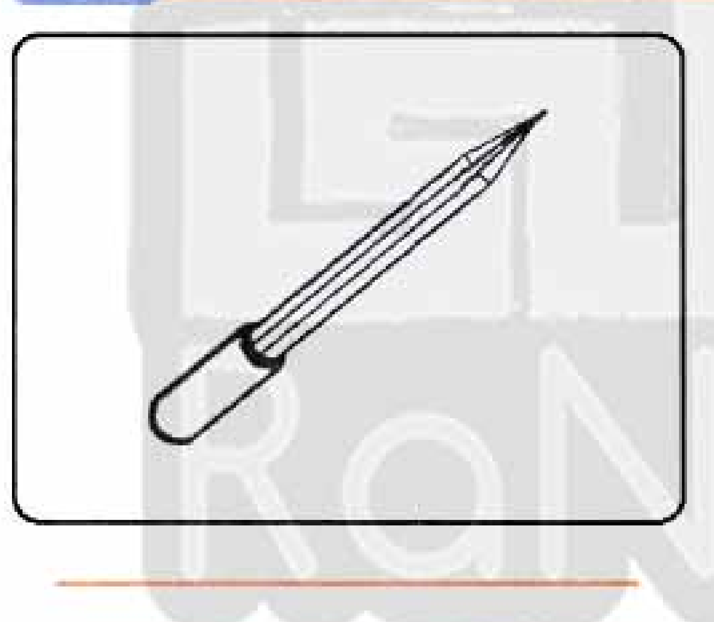
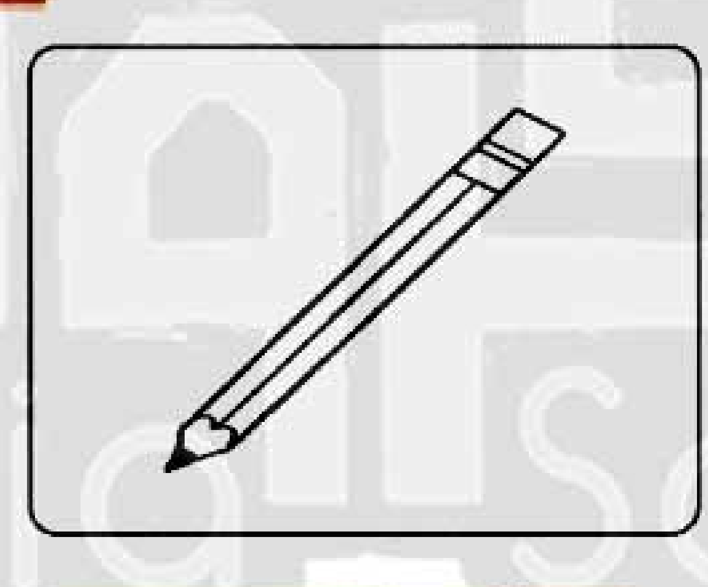
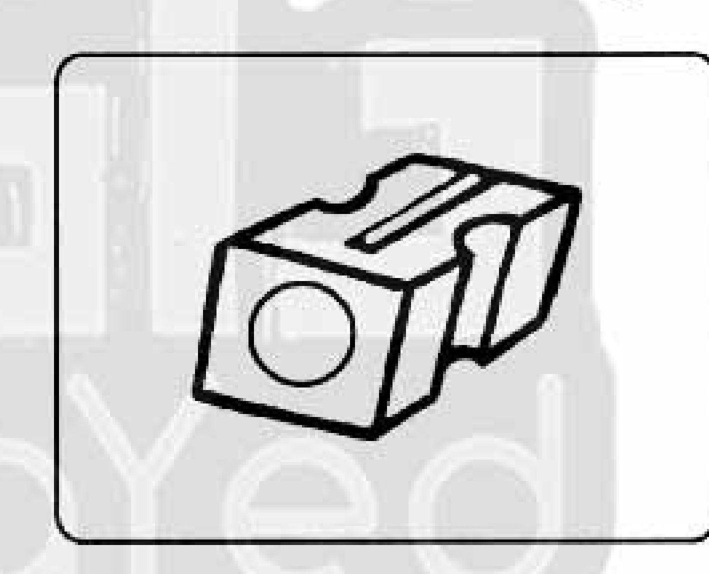

pencil

3 Look and tick (✓). أنظر و ضع علامة (✓).

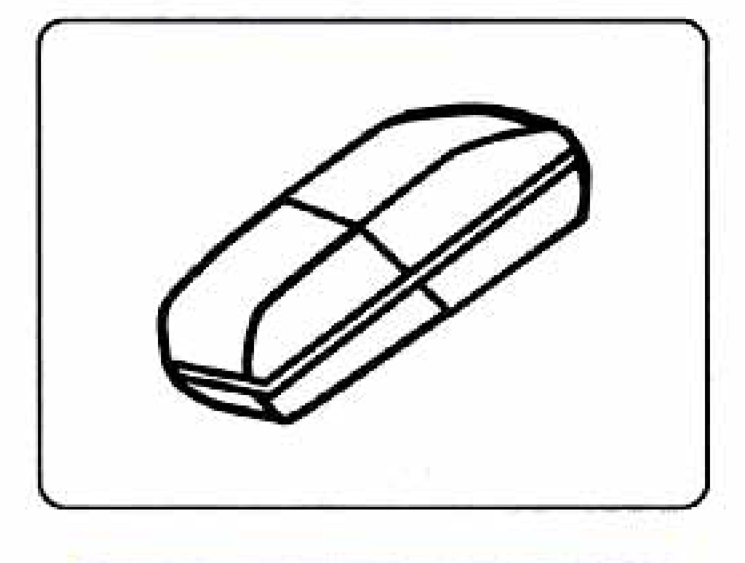
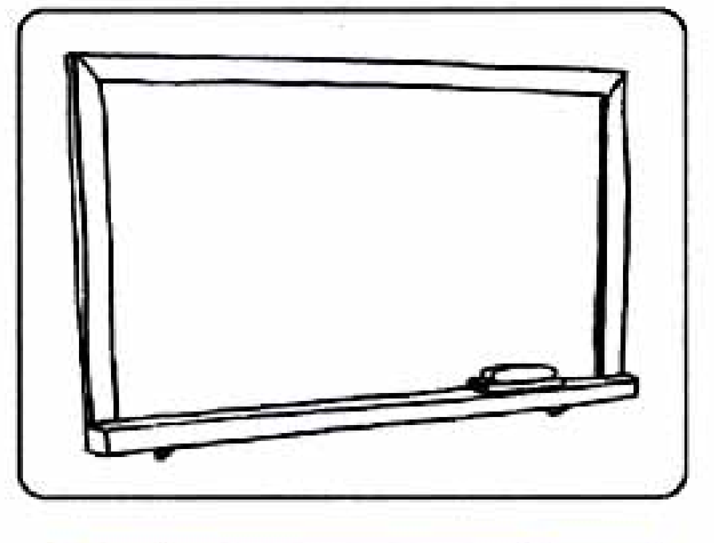
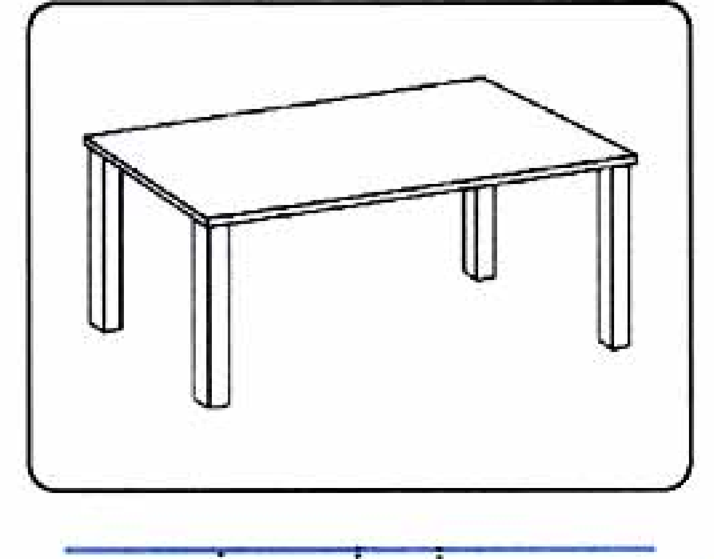
	Yes	No
1) This is a pen.		
2) This is a table.		
3) This is an eraser.		
4) This is a board.		
5) This is a pencil.		
6) This is a sharpener.		



4 Trace and color. تتبع النقط و لون.

pen | pencil | sharpener

eraser | board | table

5 Look and tick (✓) the right answer.

أنظر و ضع علامة (✓).

What is this?



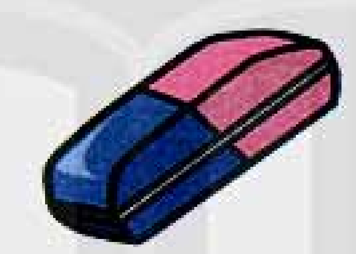
- [ ] This is a pen.
- [ ] This is a pencil.

What is this?



- [ ] This is a board.
- [ ] This is a table.

What is this?



- [ ] This is a sharpener.
- [ ] This is an eraser.

What is this?



- [ ] This is a pencil.
- [ ] This is a board.

What is this?

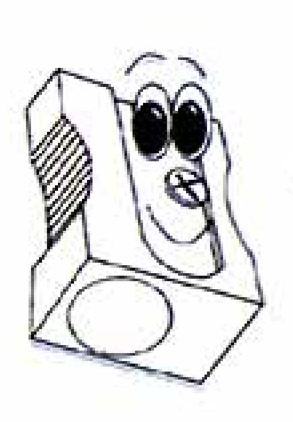


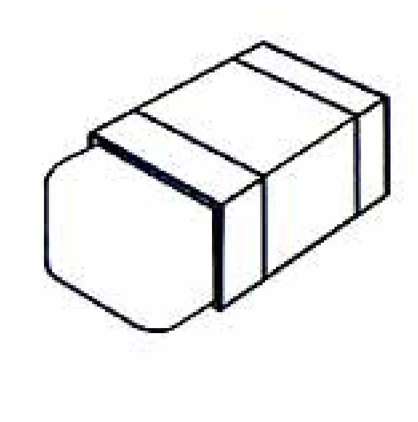
- [ ] This is a sharpener.
- [ ] This is a board.

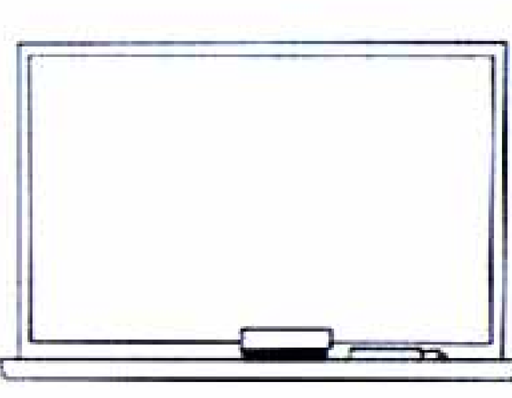
6 Color and say.

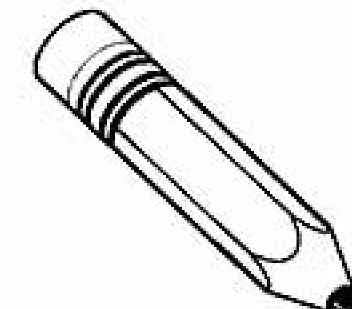
لون و قل.













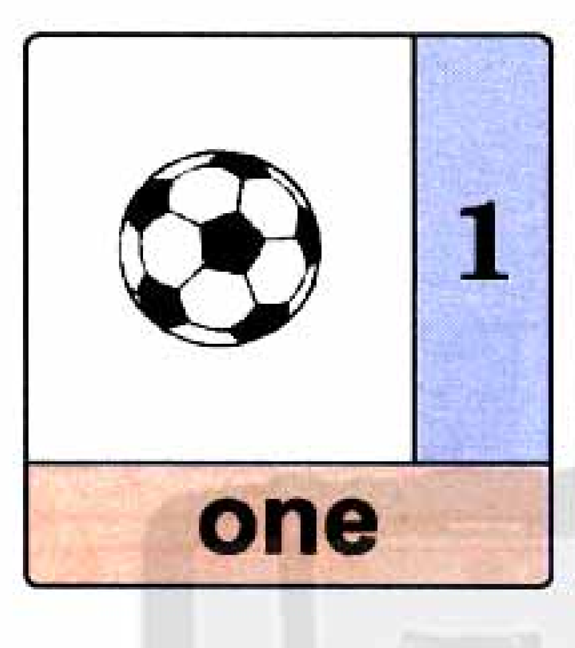
Lesson 2

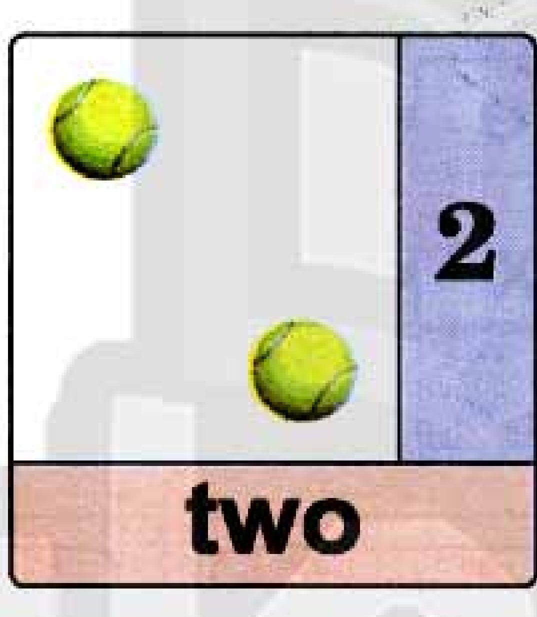
I can count (connect with Math)

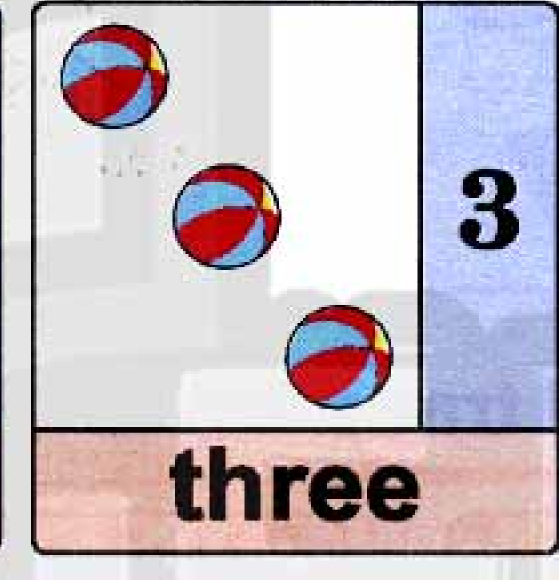
Objectives SB P. (23) / AB P. (21)

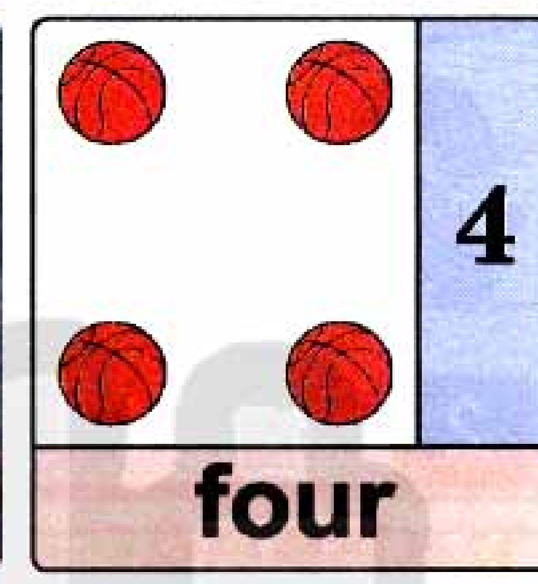
- To identify the numbers from 1 – 10.
- To use the numbers to count different items.
- To write the words for numbers 1 – 10.

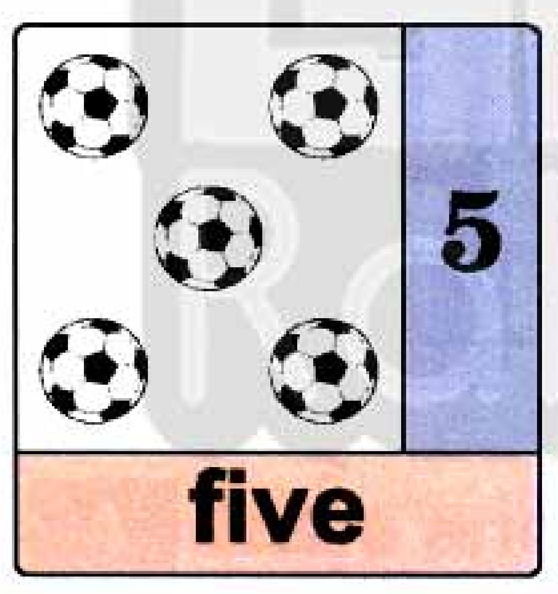
Numbers

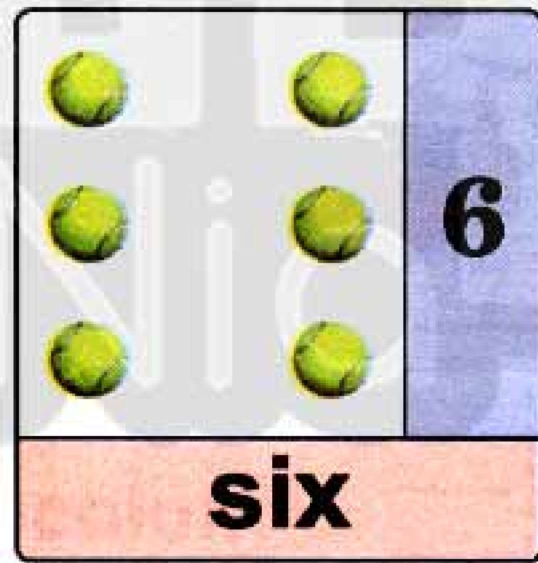


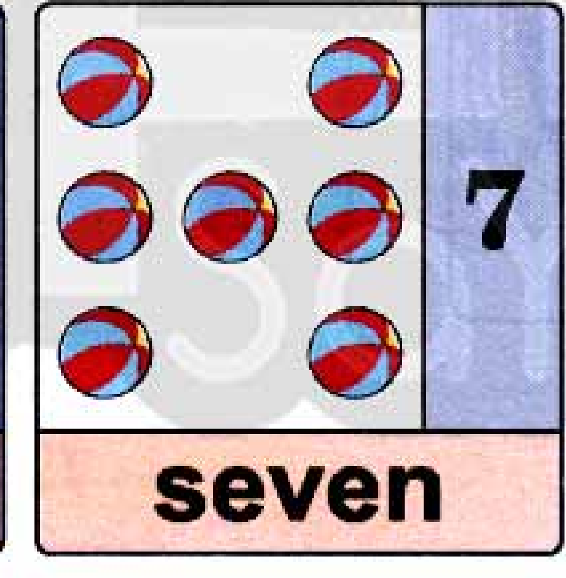


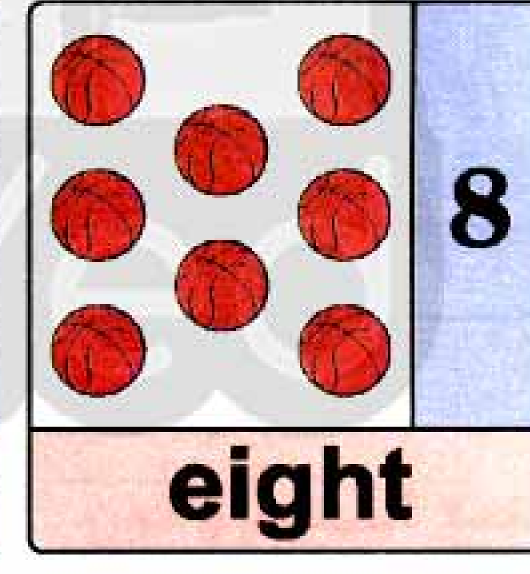


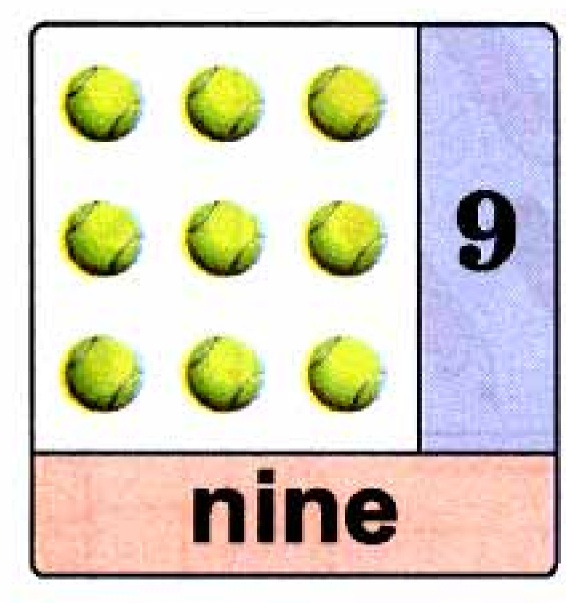


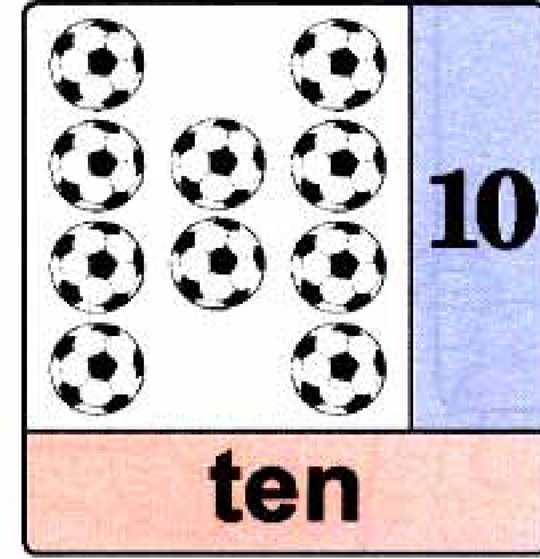
















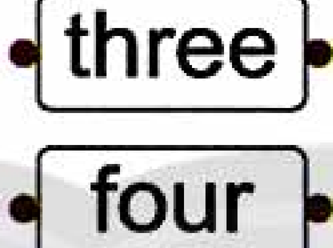
Unit 2

Activities

1 Match.

صل.



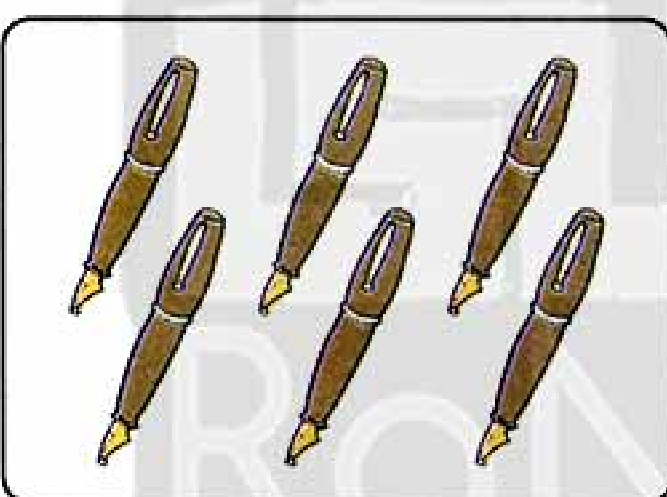
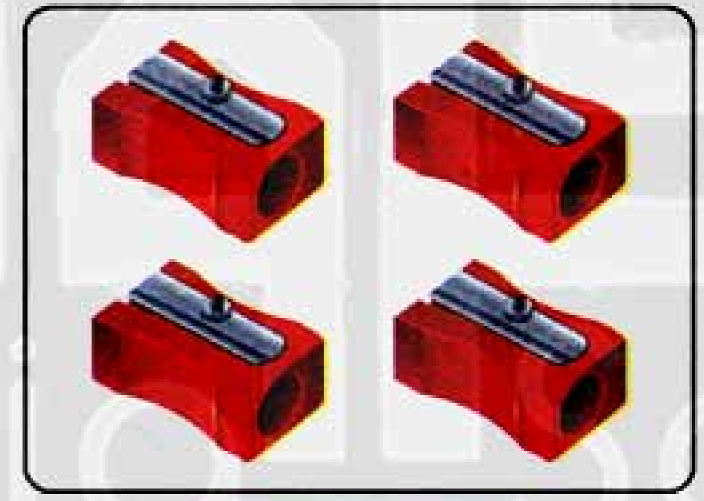


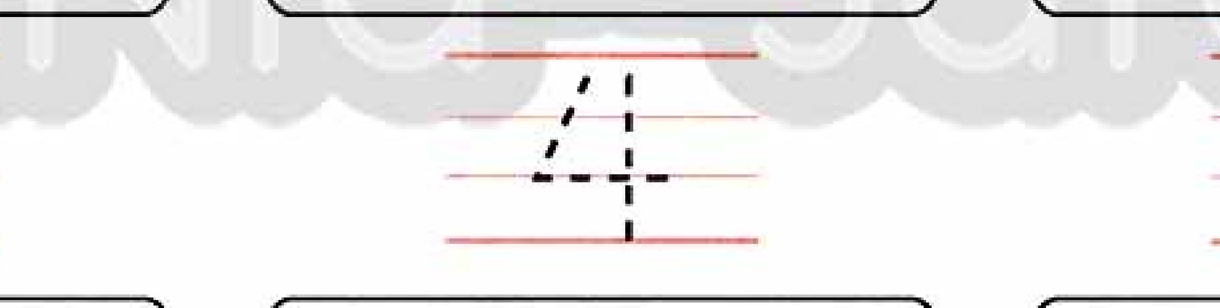


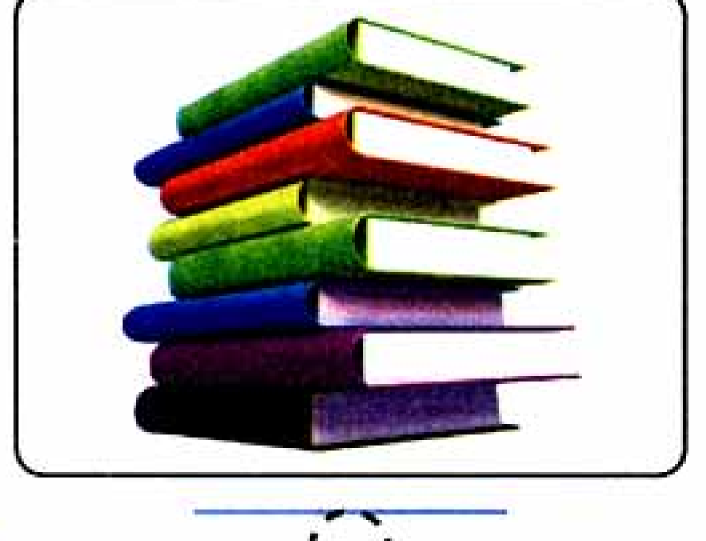
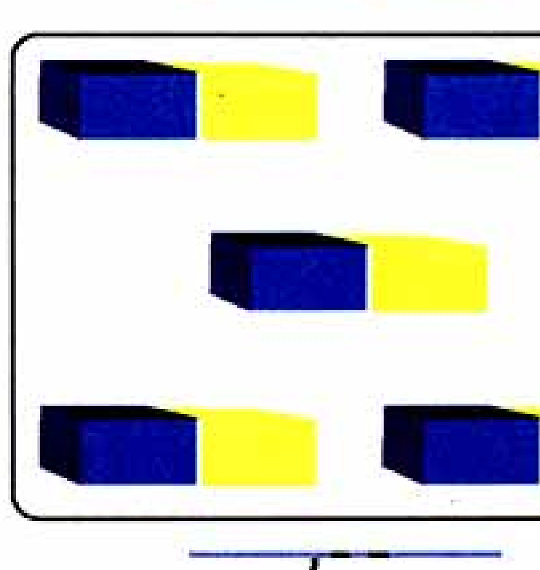
one
two
three
four
five
six

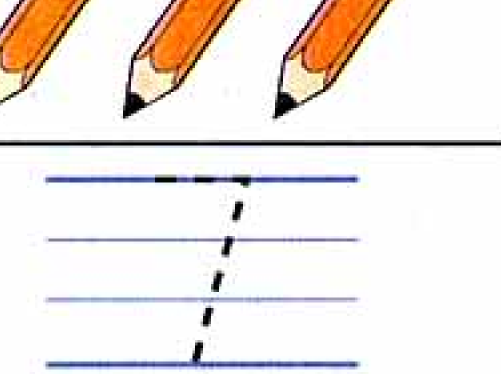
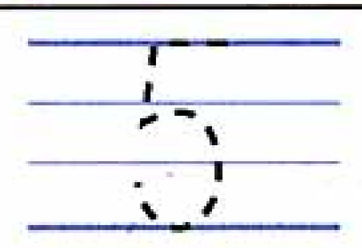
2 Count and trace.

عد و تتبع النقط.

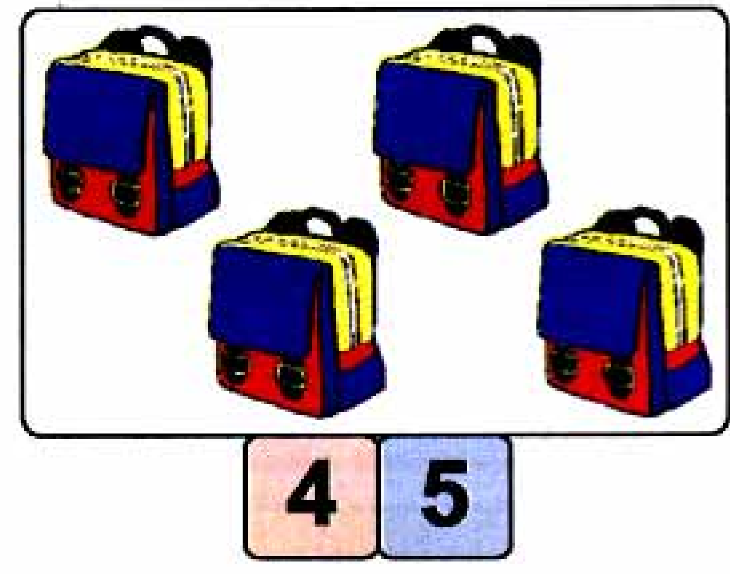



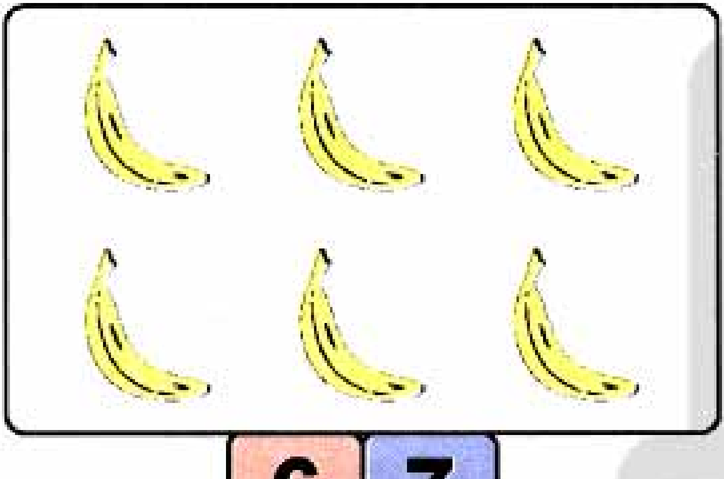
3 Count and circle.

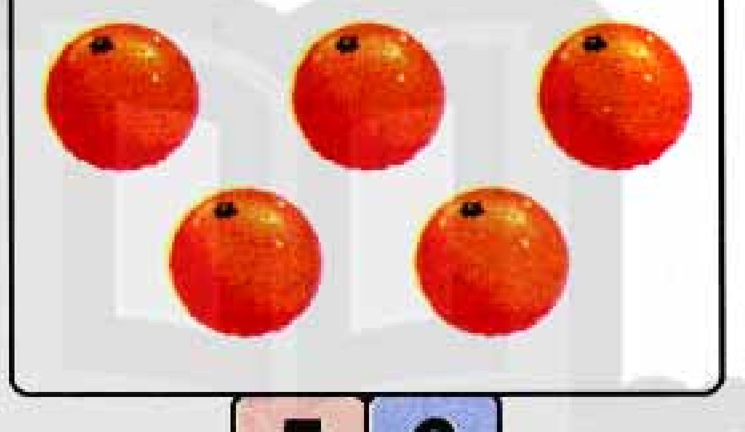
عد و ضع دائرة.


1 2

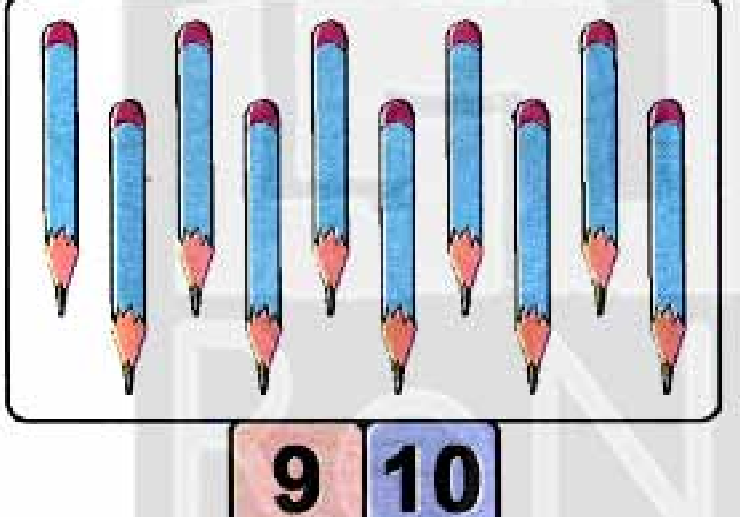

3 4


4 5

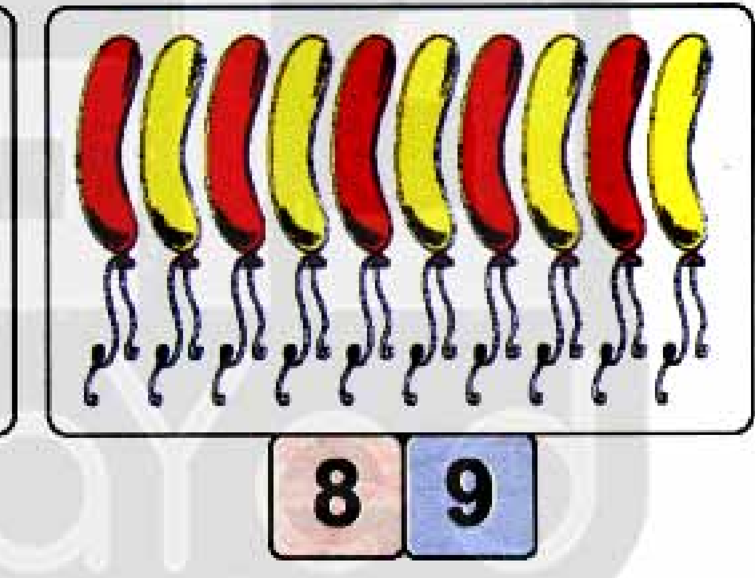

6 7


5 6


7 8

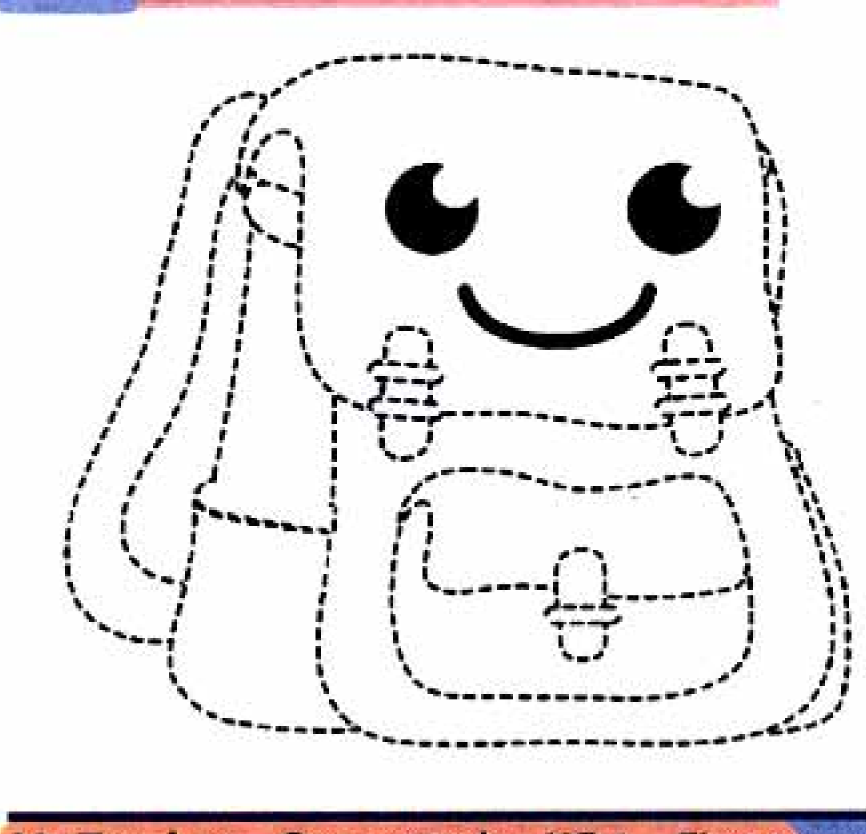

9 10

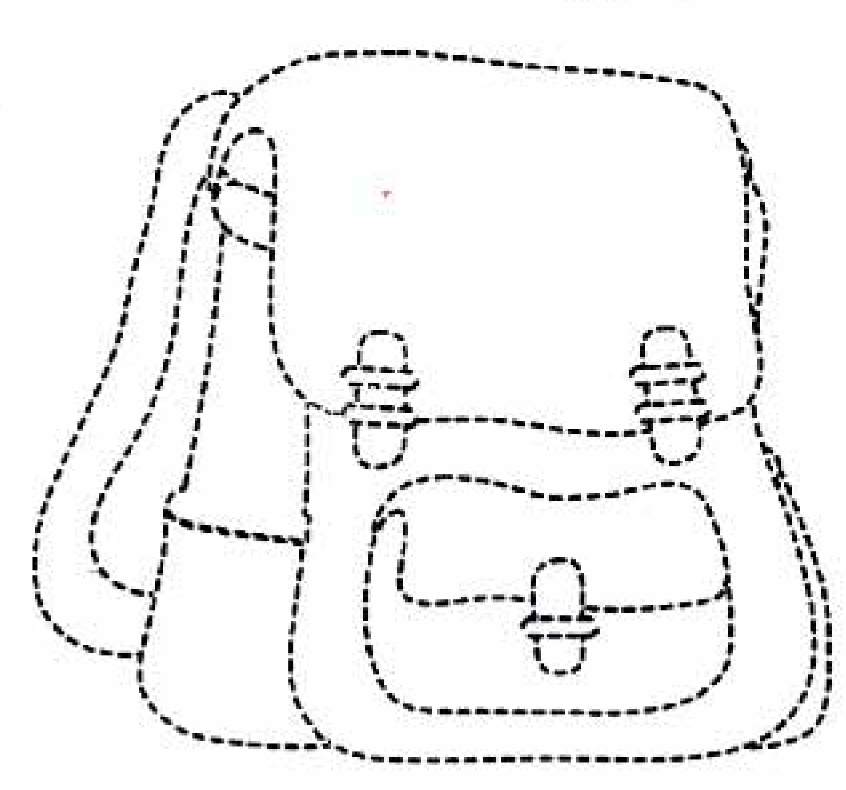

7 8


8 9

4 Trace and color.

تتبع النقط و لون.





5 Look at the word and circle the correct number.

انظر إلى الكلمة وضع دائرة حول الرقم الصحيح.

three	
3	4

four	
5	4

seven	
6	7

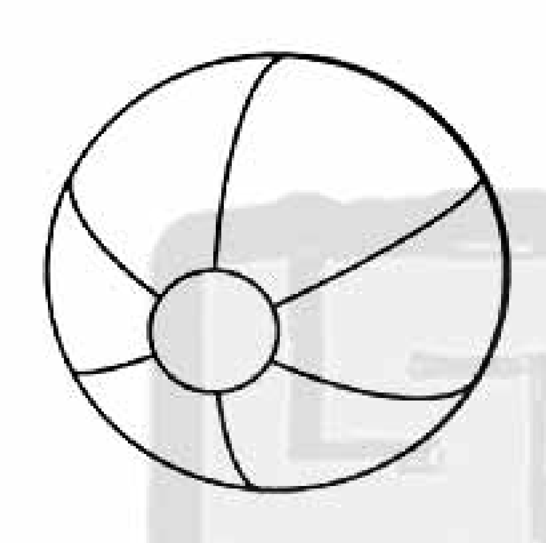
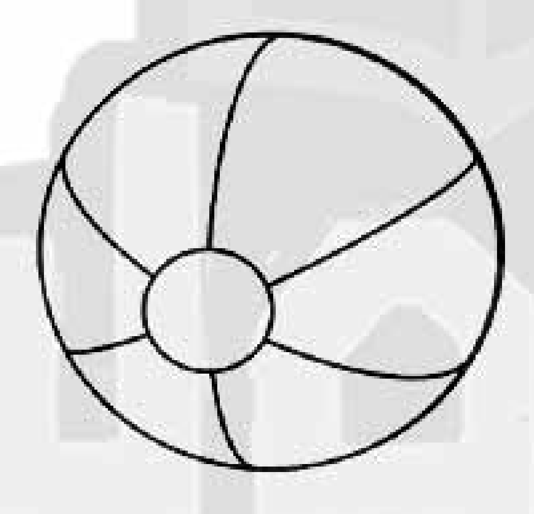
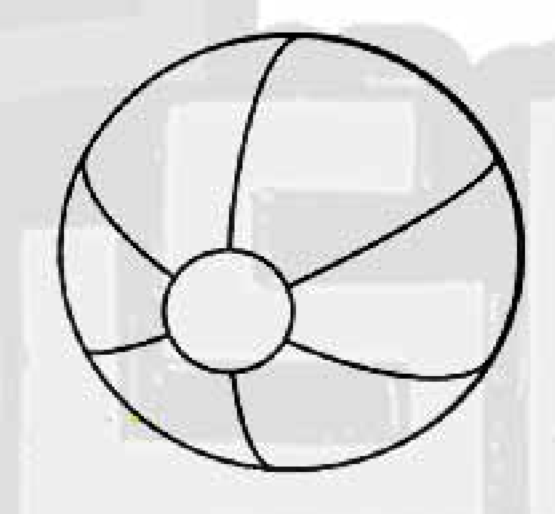
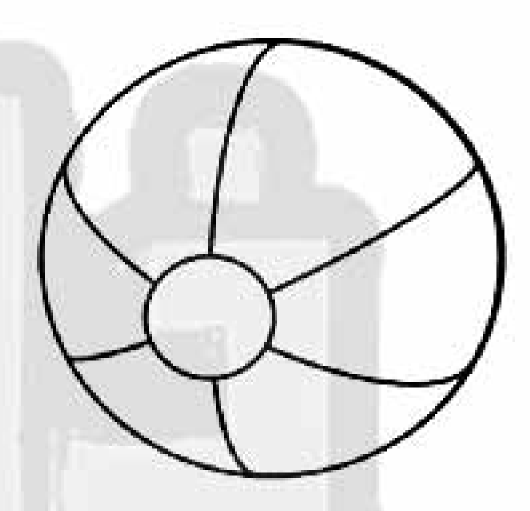
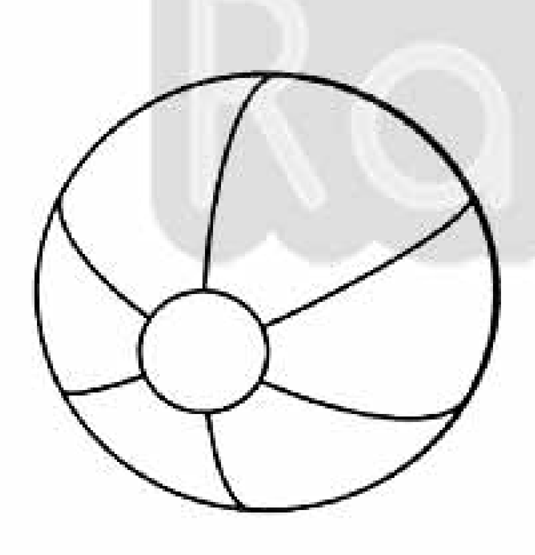
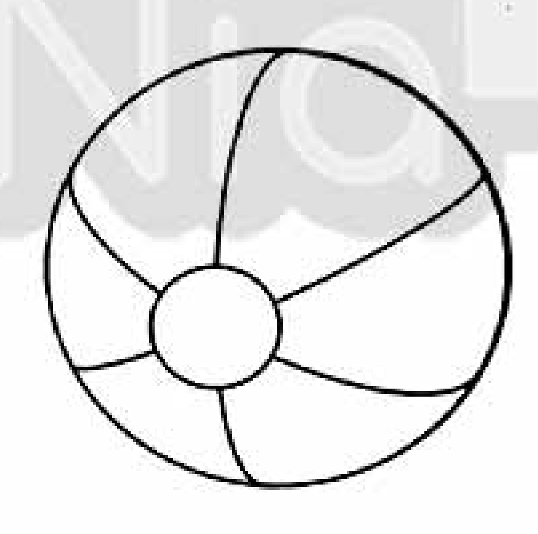
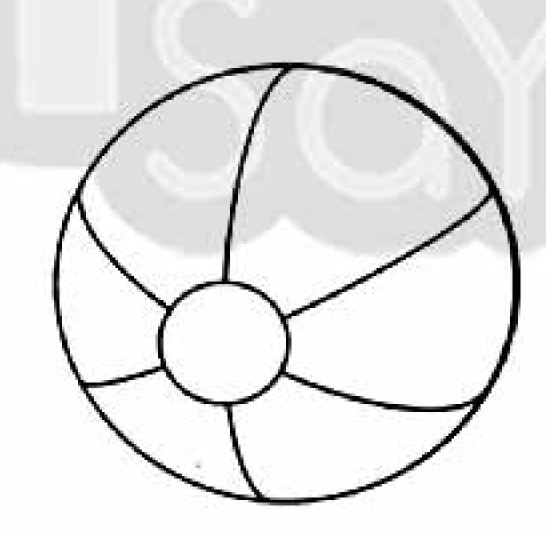
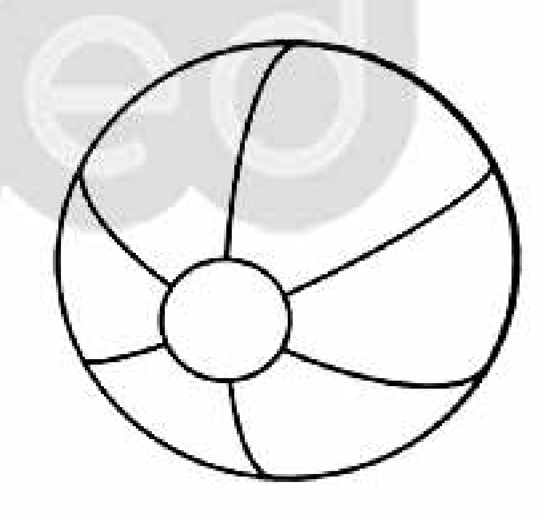
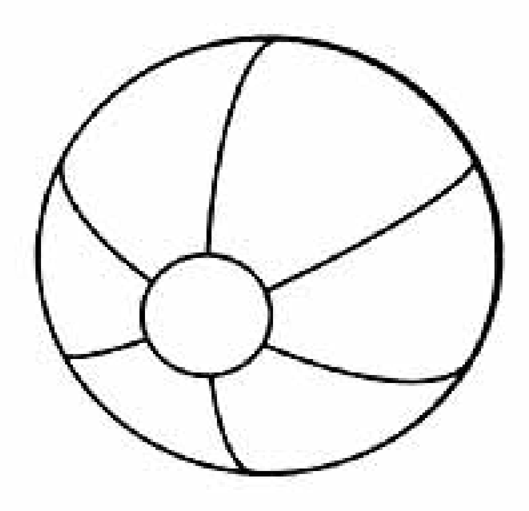
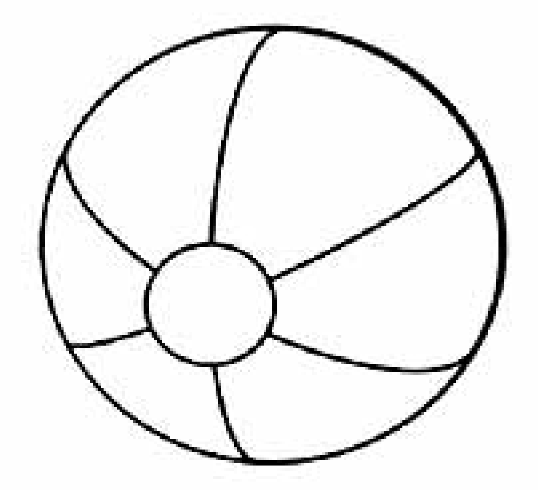
nine	
9	10

two	
2	3

ten	
9	10

6 Color six balls only.

لون ست كرات فقط.

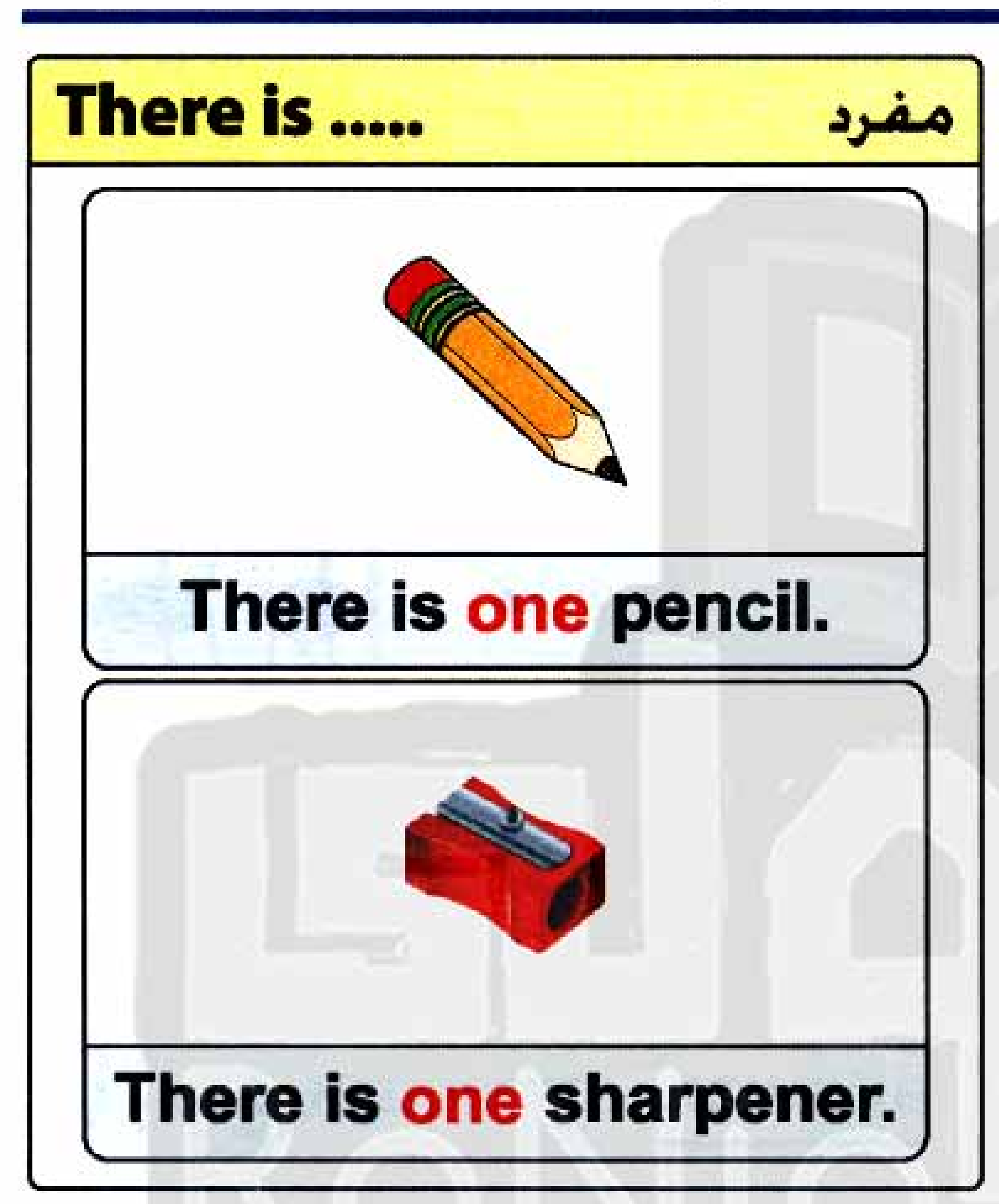











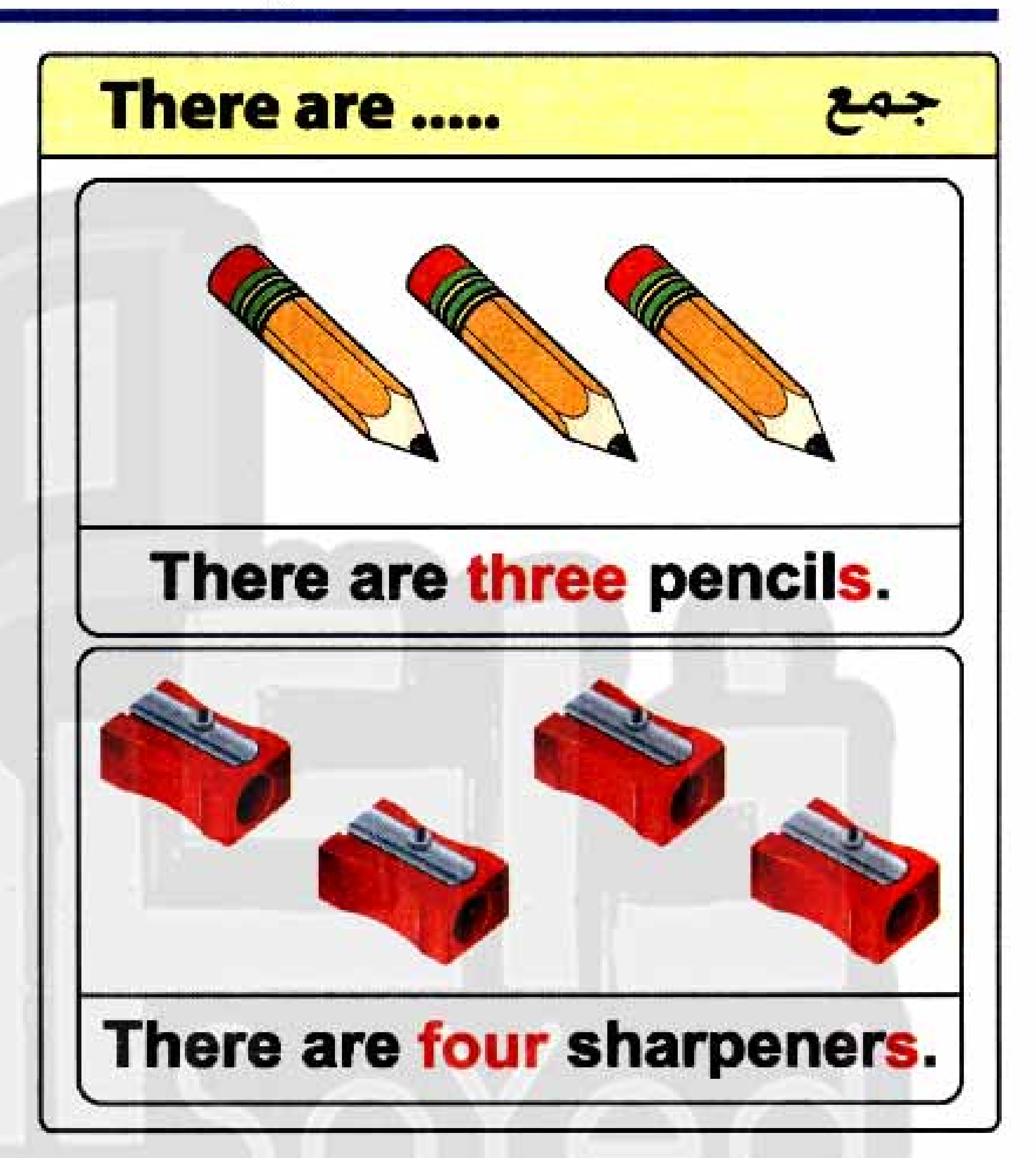
Lesson 3

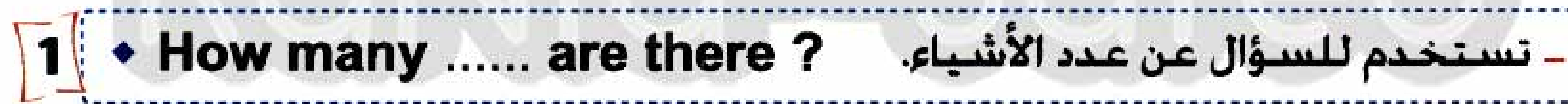
How many chairs are there?

Objectives SB P. (24) / AB P. (22)

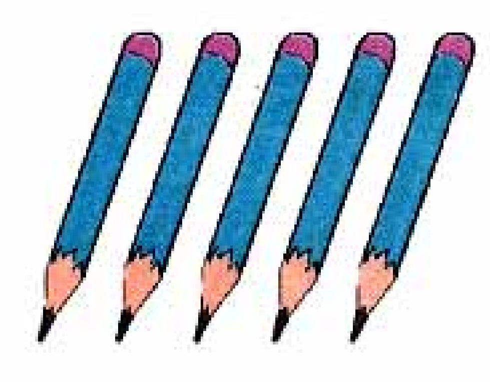
- To use numbers with vocabulary of school objects.
- To differentiate between **there is** / **there are**.
- To ask and answer question "How many ......?".







How many pencils are there?



There are five pencils.

How many tables are there?

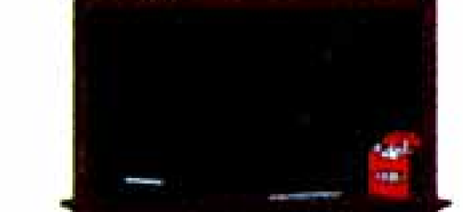
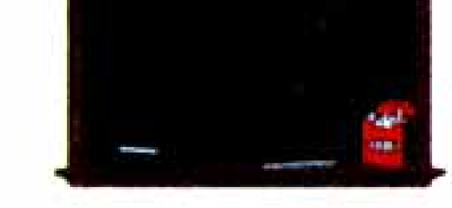


There is one table.

Activities

1 Match. صل.

1) There are two chairs. •
2) There are three tables. •
3) There are five pencils. •
4) There is one board. •
5) There are five erasers. •

• 


• 

• 

•

•

2 Read and circle the correct answer. أقرأ و ضع دائرة.

1) There (is – are) four pens.



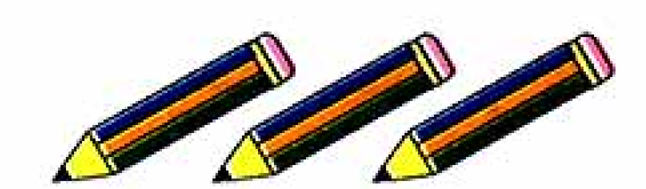
2) There (is – are) one eraser.



3) There (is – are) one sharpener.



4) There (is – are) three pencils.

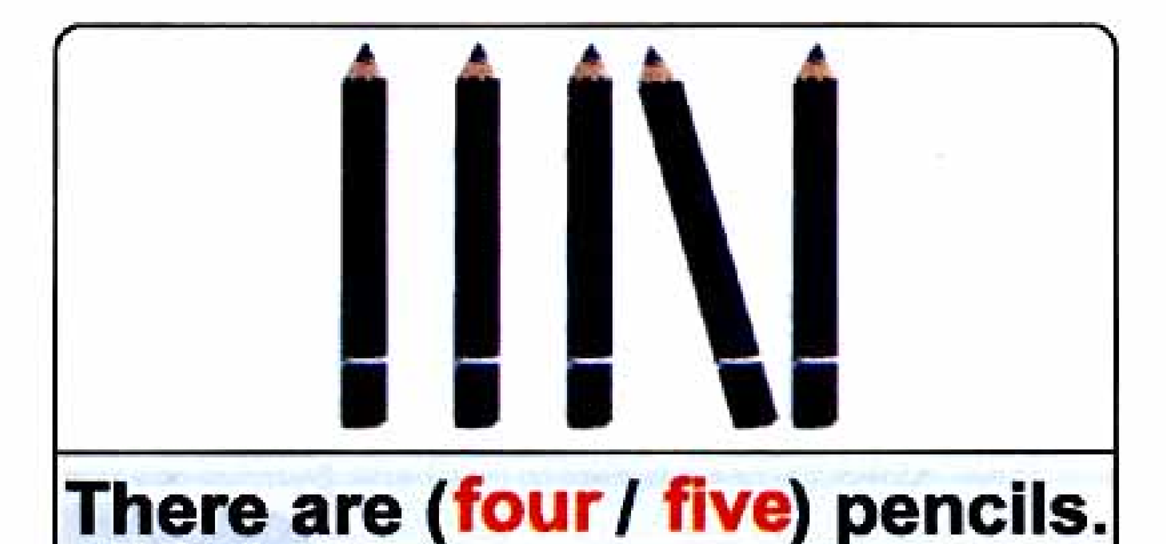


3 Count and circle.

عد و ضع دائرة.



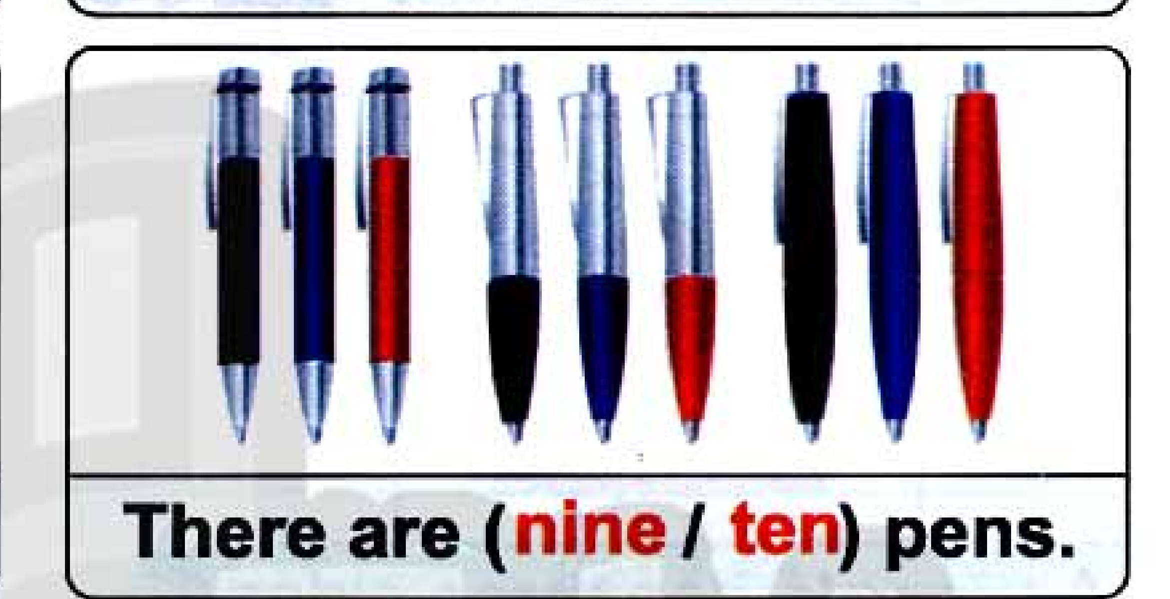
There are (two / three) chairs.



There are (four / five) pencils.



There are (five / six) eraser.



There are (nine / ten) pens.

4 Look and tick (✓) the right answer.

أنظر و ضع علامة (✓).

How many pencils are there?

- [ ] There are five.
- [ ] There are six.

How many sharpeners are there?

- [ ] There are seven.
- [ ] There are eight.

How many pens are there?

- [ ] There are three.
- [ ] There are four.

How many erasers are there?

- [ ] There are nine.
- [ ] There are ten.



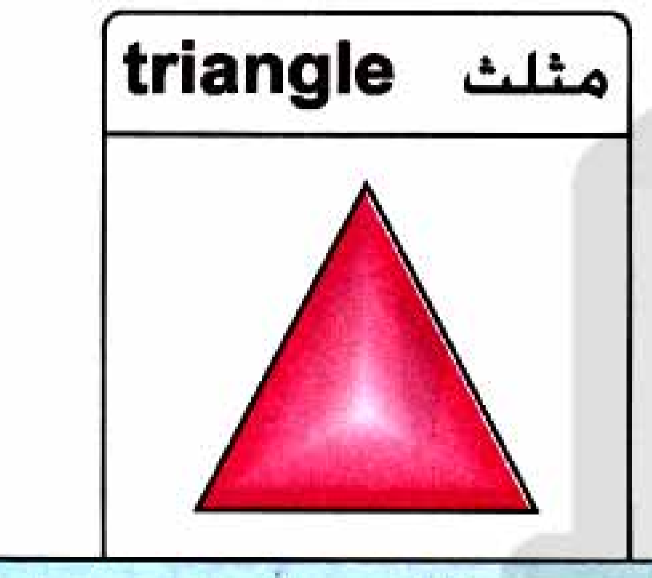
Lesson 4 Learn shapes with Busy Bee! (connect with Math)

Objectives SB P. (25 – 26) / AB P. (23 – 25)

- To identify vocabulary for shapes. التعرف على الأشكال الهندسية المختلفة.
- To differentiate between the different shapes. للتفرقة بين الأشكال المختلفة.

Shapes

triangle مثلث

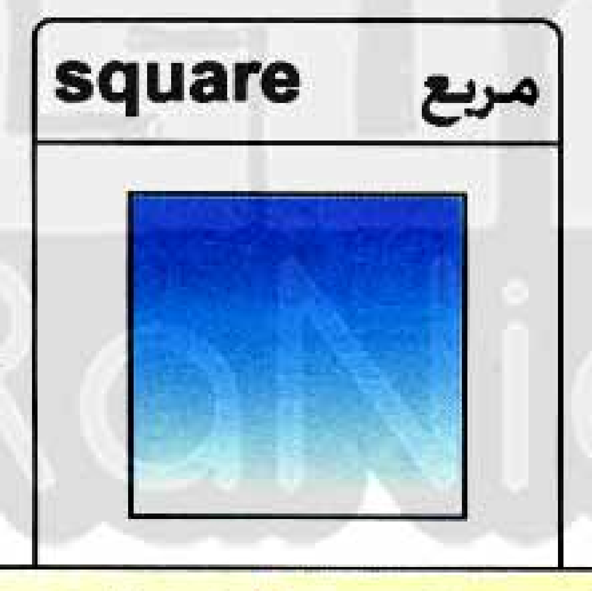


A **triangle** has **three** sides.
المثلث لديه ثلاث جوانب

circle دائرة

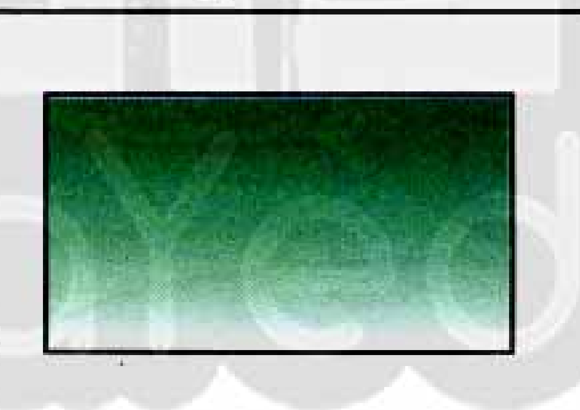
A **circle** is **round**.
الدائرة تكون مستديرة.

square مربع

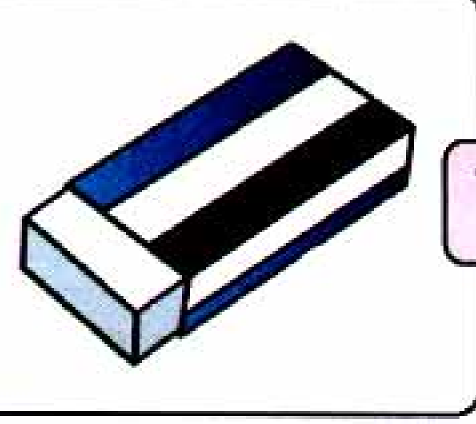


A **square** has **four** equal sides.
المربع لديه اربع جوانب متساوية.

rectangle مستطيل



A **rectangle** has **two** short sides and **two** long sides.
المستطيل لديه ٢ جانب قصير و٢ جانب طويل.



The eraser is a rectangle.

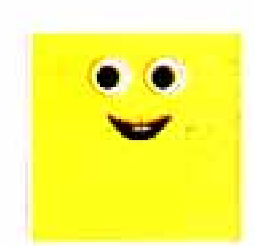
The sharpener is a circle.

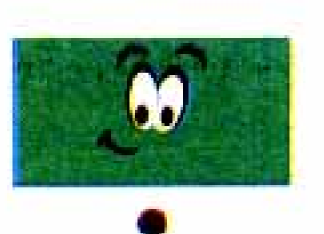




Activities

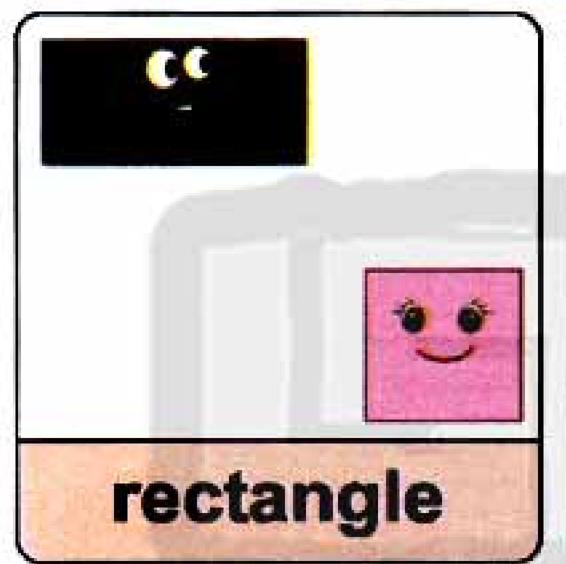
1 Match. صل.

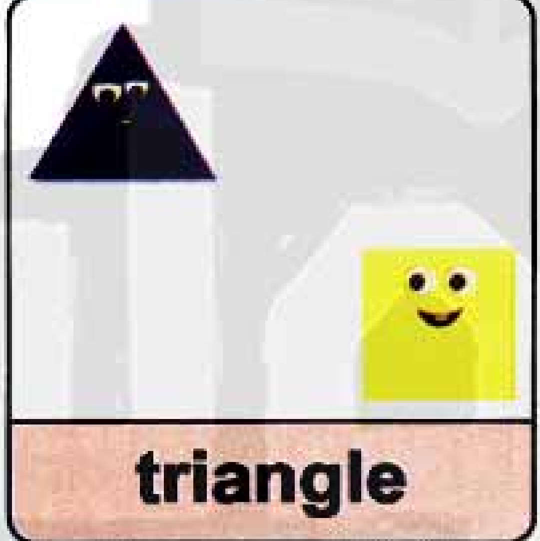



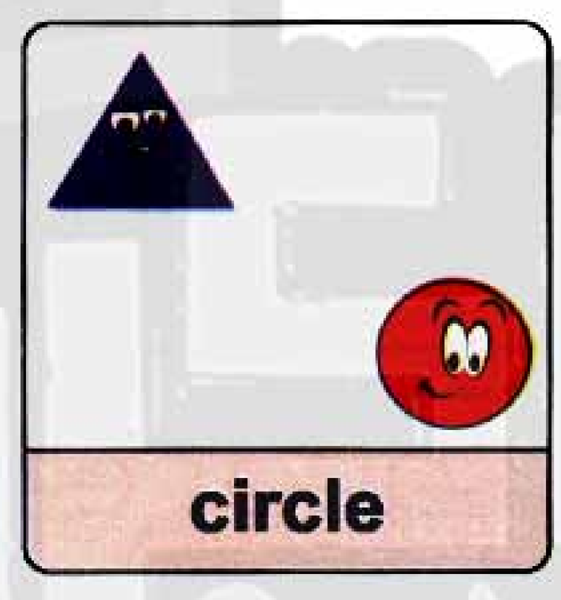


rectangle	square	triangle	circle

2 Look and circle. أنظر و ضع دائرة حول الإجابة الصحيحة.

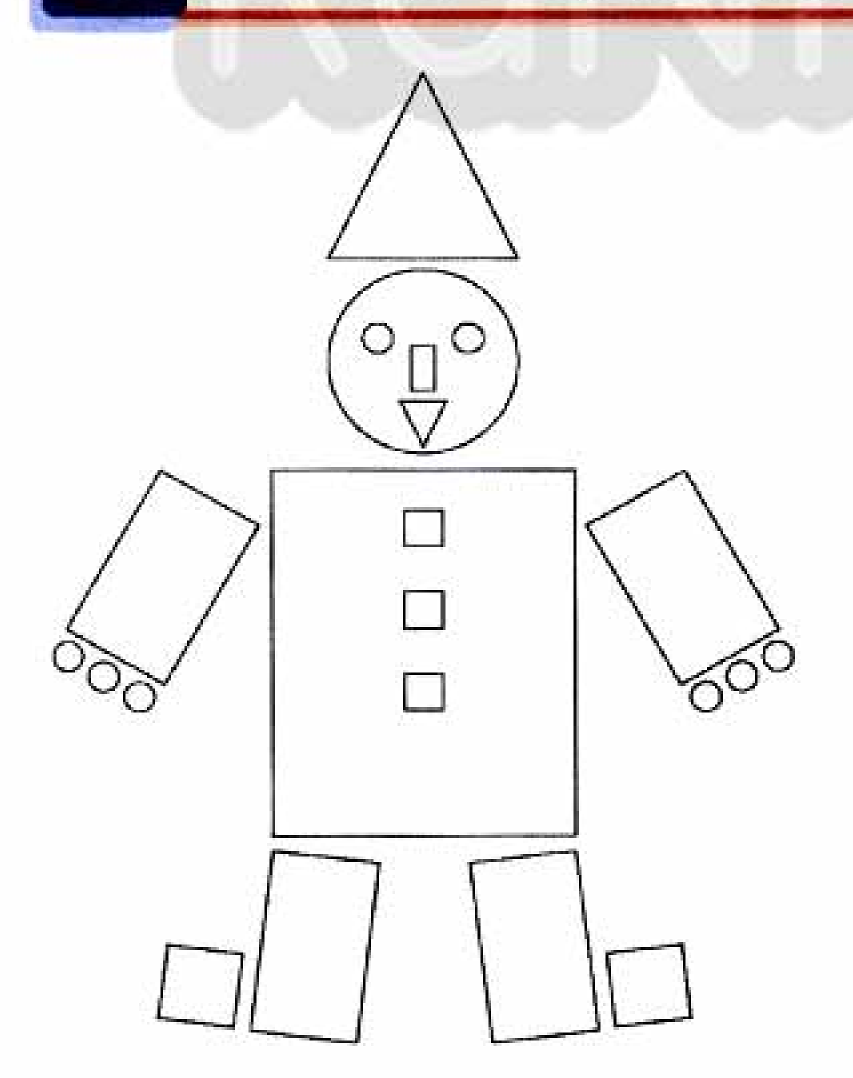
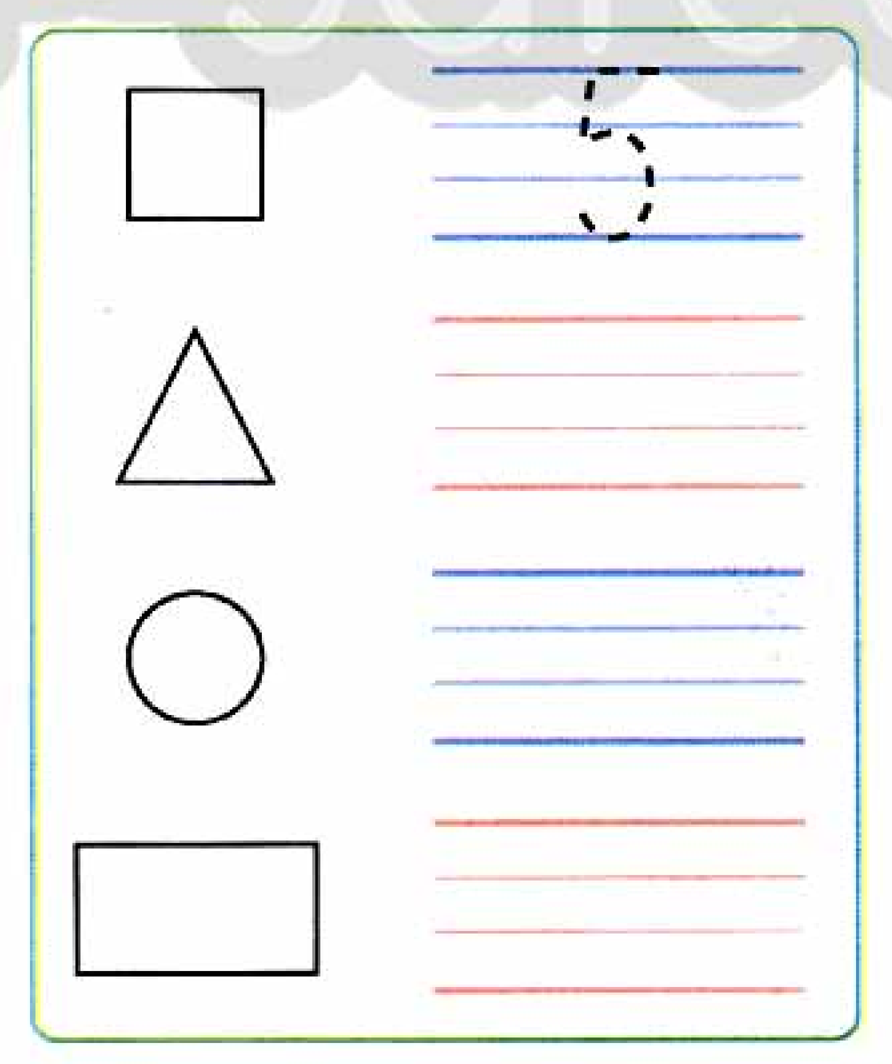

rectangle


triangle


circle


square

3 Count, color and say. عد و لون و قل.

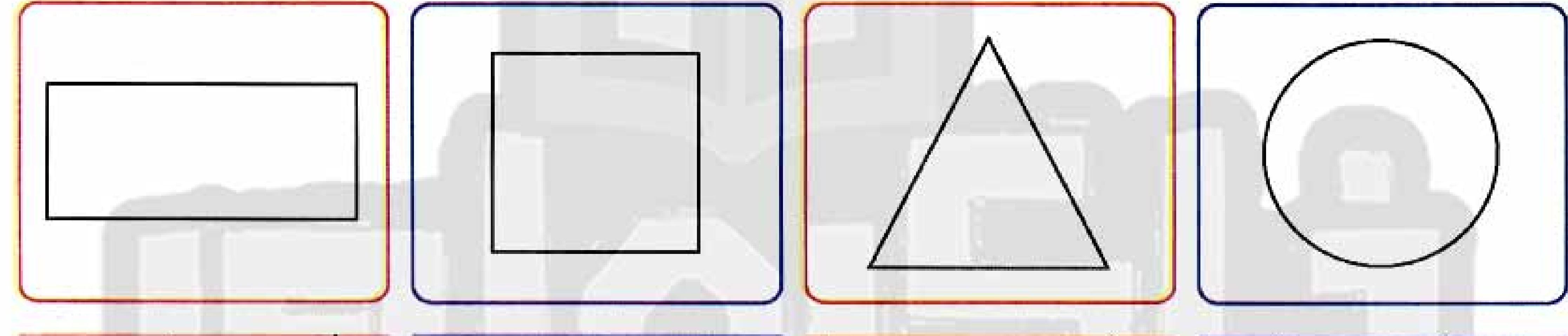
4 Look and tick (✓).

أنظر وضع علامة (✓).

	Yes	No
1) It has three sides.		
2) It has four sides.		
3) It has three short sides.		
4) It is round.		

5 Trace and color.

تتبع النقط و لون.



rectangle square triangle circle

6 Choose.

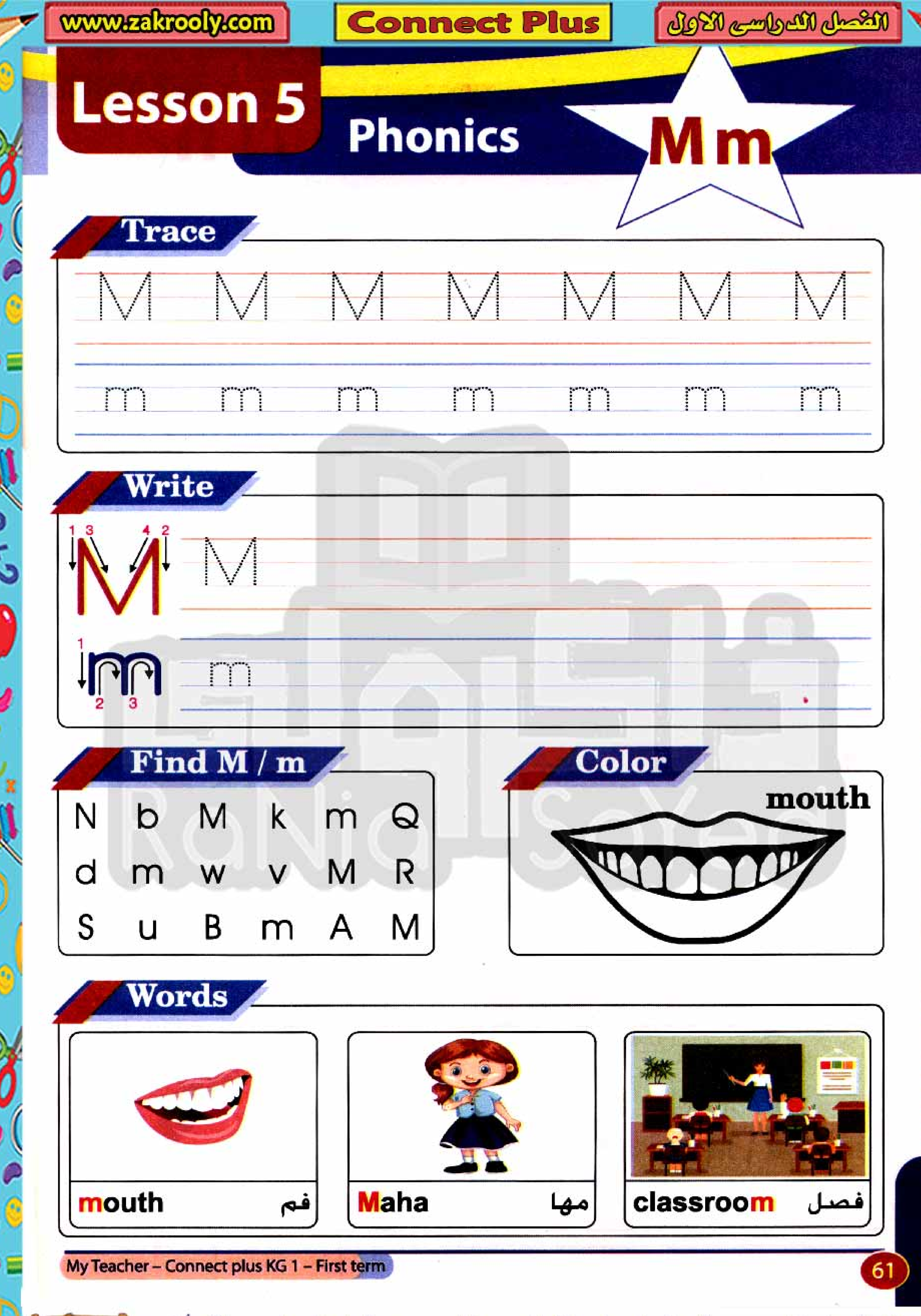
تتبع النقط و لون.

1) The eraser is a (circle – rectangle)

2) The table is a (triangle – square)

3) The sharpener is a (circle – square)

4) The board is a (circle – rectangle)



Lesson 5

Phonics

Mm

Trace

M M M M M M M

m m m m m m m

Write

M

m

Find M / m

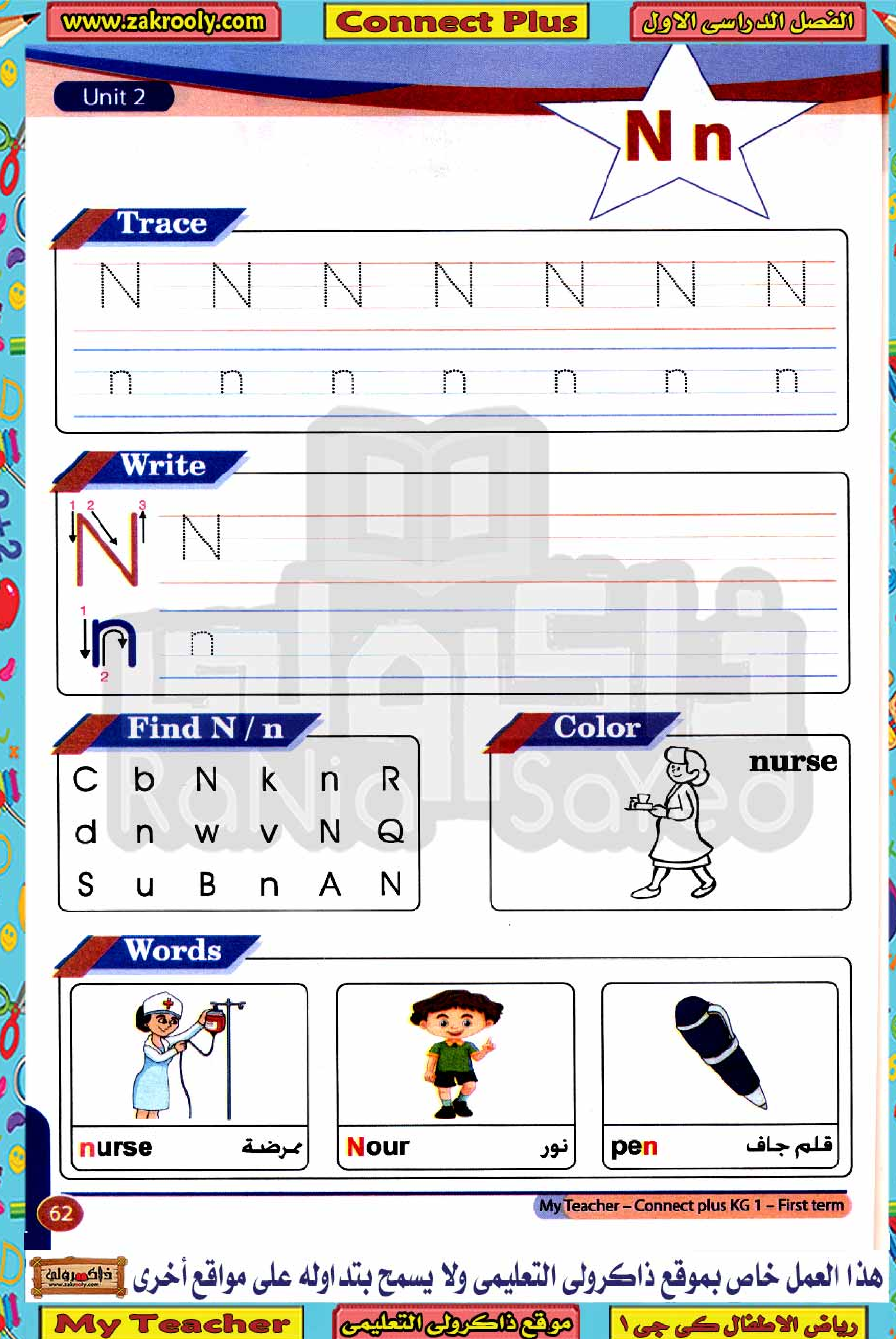
N	b	M	k	m	Q
d	m	w	v	M	R
S	u	B	m	A	M

Color

mouth

Words

mouth فم	**M**aha مها	classroo**m** فصل



Unit 2

N n

Trace

N N N N N N N

n n n n n n n

Write

N

n

Find N / n

C	b	N	k	n	R
d	n	w	v	N	Q
S	u	B	n	A	N

Color

nurse

Words

nurse مرضة	Nour نور	pen قلم جاف

Activities

1 Match. صل.

1) Maha •

2) classroom •

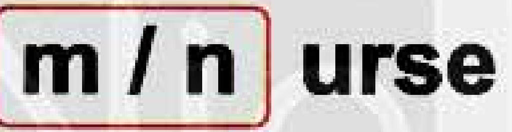
3) mouth •

4) pen •

5) nurse •

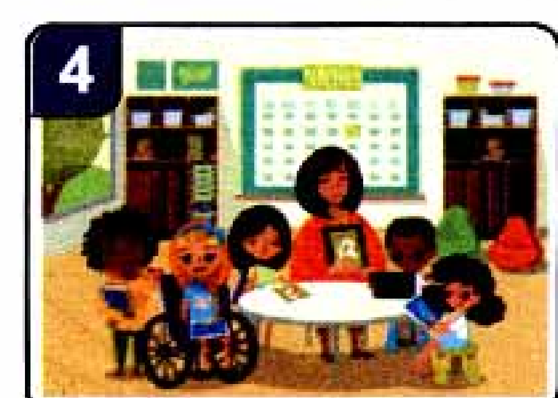


2 Look and circle. أنظر و ضع دائرة حول الإجابة الصحيحة.

1   m / n urse

2 m / n outh

3 pe m / n

4   classroo m / n

5  M / N aha

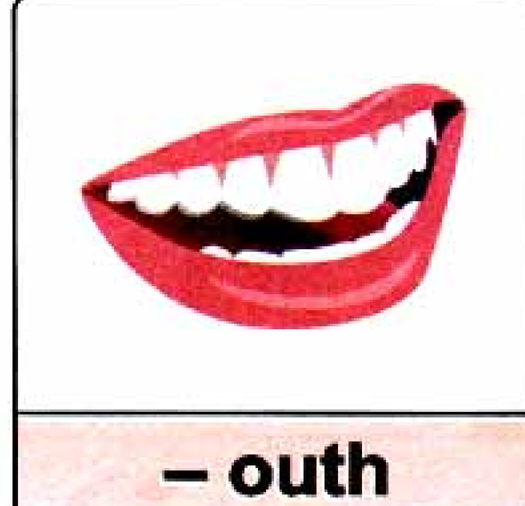
6  M / N our

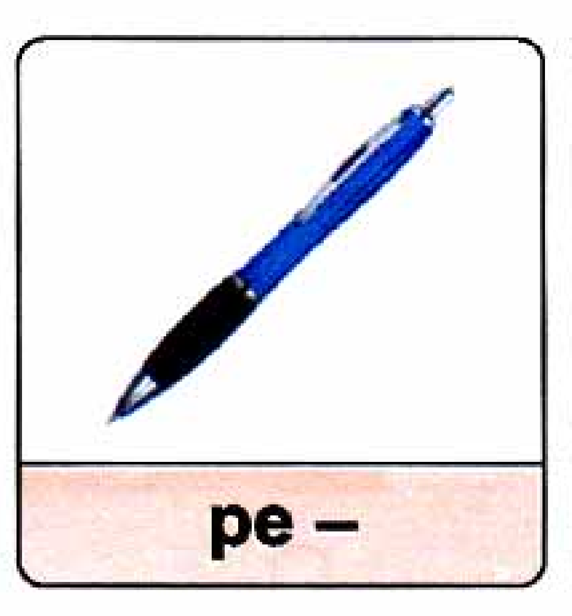


Unit 2

3 Put m or n. ضع حرف n و m.

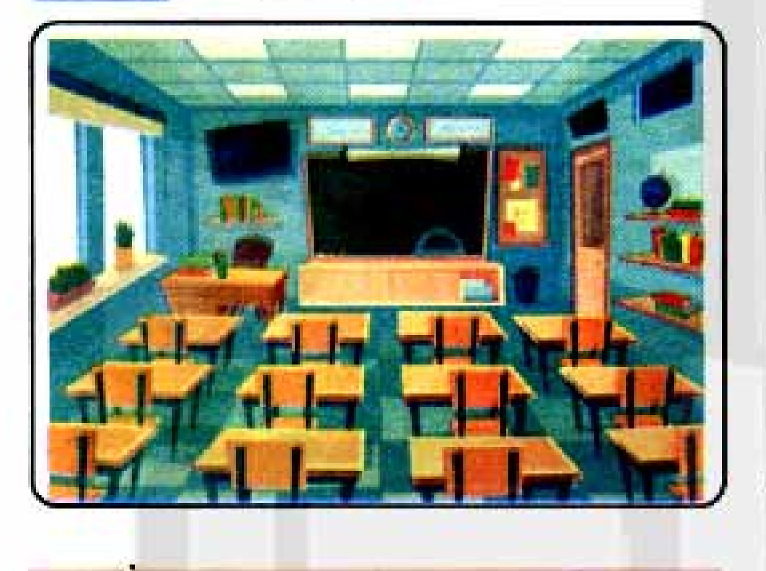
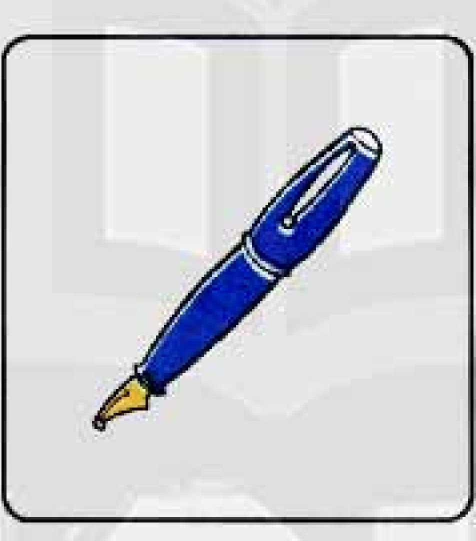

– urse


– outh


pe –


classroo –

4 Trace. تتبع النقط.

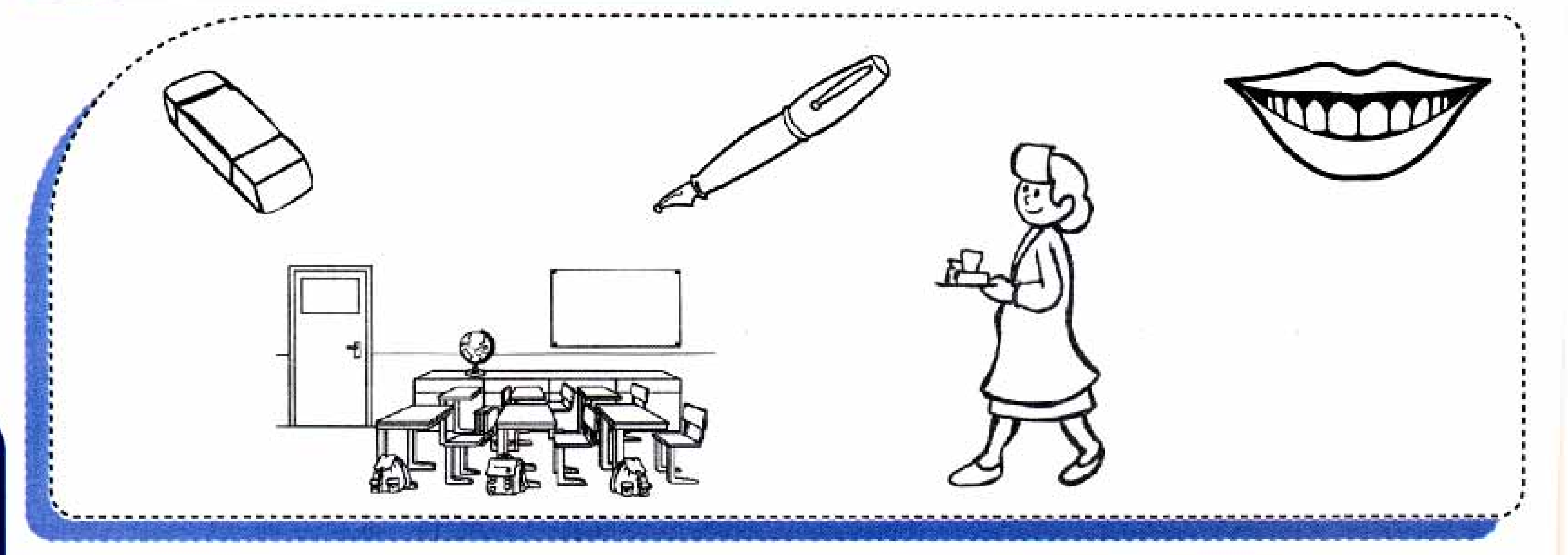





classroom pen nurse mouth

classroom pen nurse mouth

5 Color words have / m /. لون الكلمات التى بها حرف (m)



Lesson 6

People who help us
(connect with social studies)

Objectives **SB P. (30 – 31) / AB P. (28 – 29)**

- To identify vocabulary for people who helps us.
- To differentiate different kinds of jobs.

People who help us



teacher معلمة


librarian أمينة مكتبة


nurse ممرضة

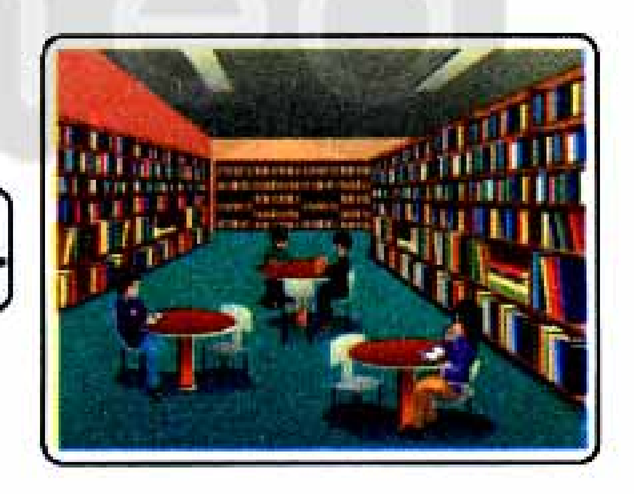


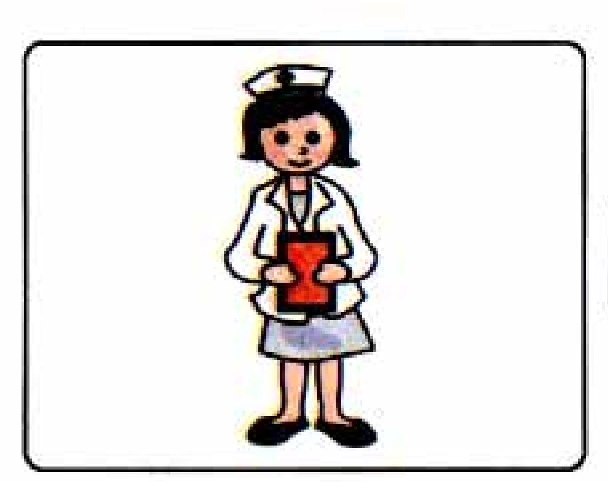
A **teacher** helps me write.





A **librarian** helps me find books.





A **nurse** helps me feel better.





Activities

1 Match. صل.





teacher

librarian

friend

nurse





2 Look and circle.



1) A (teacher / librarian) helps me write.



2) A (teacher / nurse) helps me feel better.



3) A (nurse / librarian) helps me find books.



4) A (friend / teacher) helps me with my pen.



3 Look and match.

أنظر و وصل.



A teacher



feel better



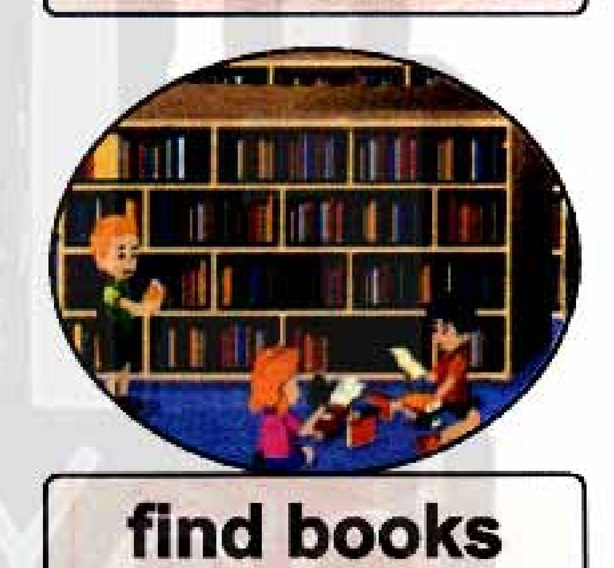
A librarian



helps me



write



A nurse

find books

4 Look and put a (✓) or (×).

أنظر و ضع علامة (✓) أو (×).





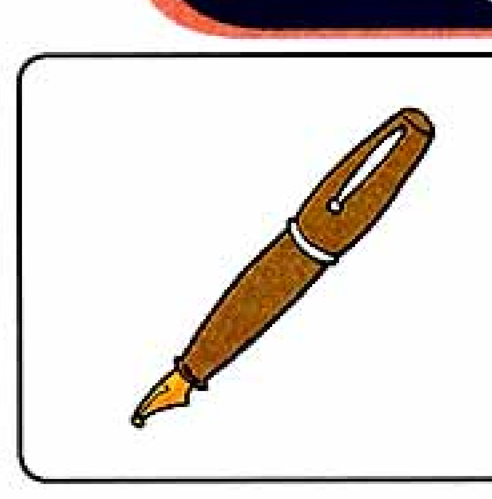




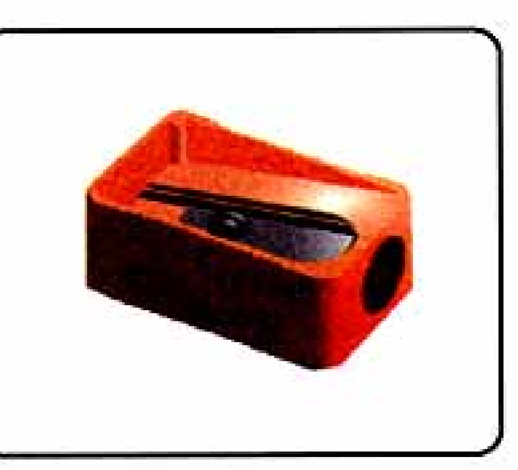
Unit 2

Writing corner


pencil


pen

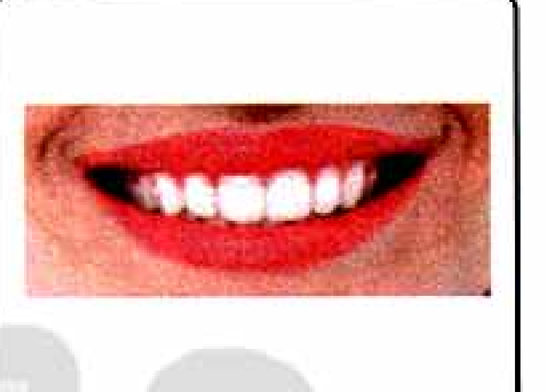

eraser

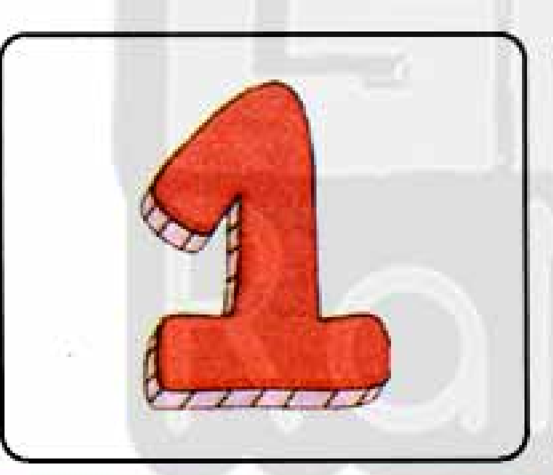

sharpener


board

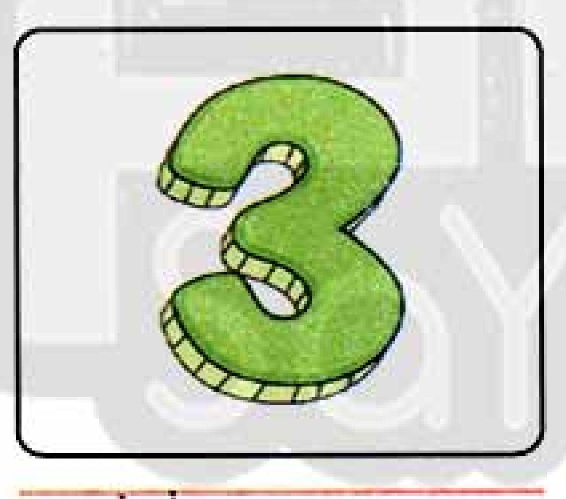

chair

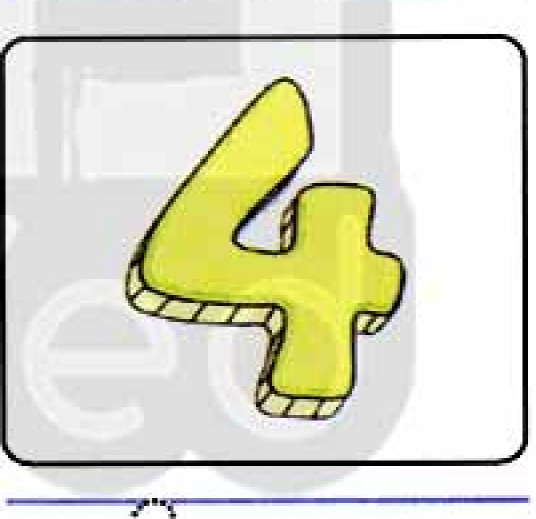

table

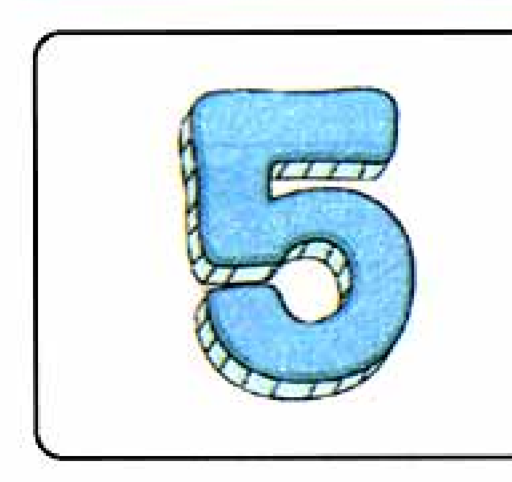

mouth

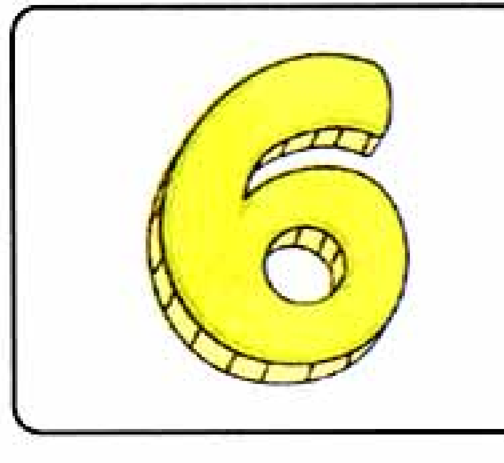

one


two

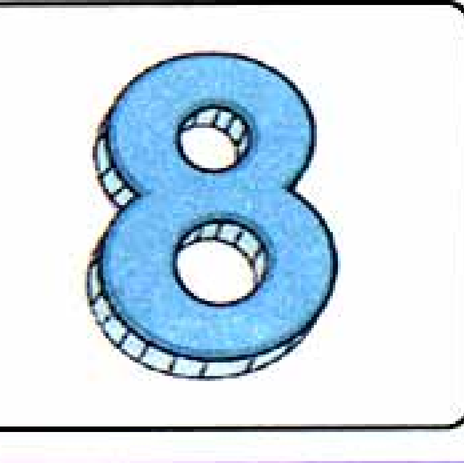

three

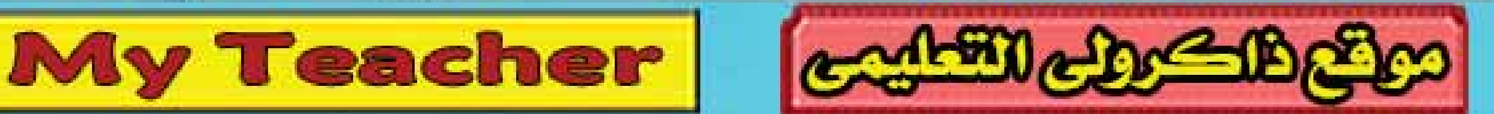

four

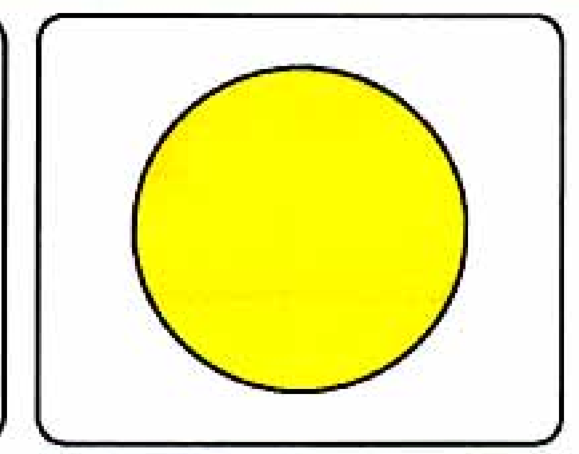
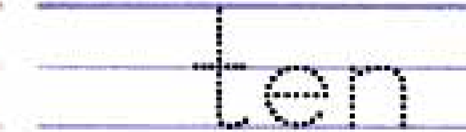

five


six

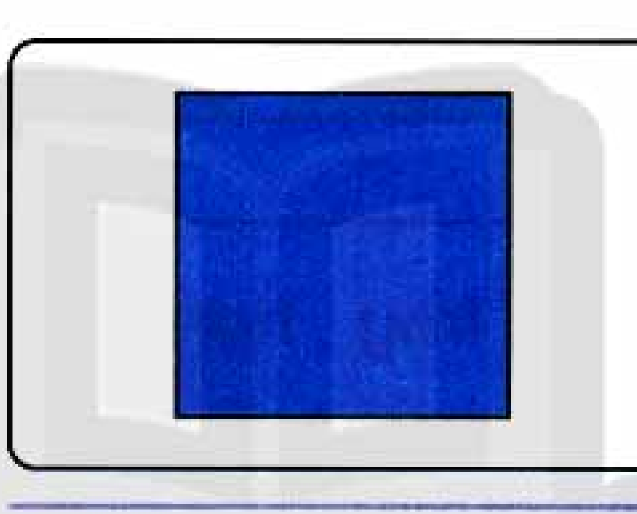
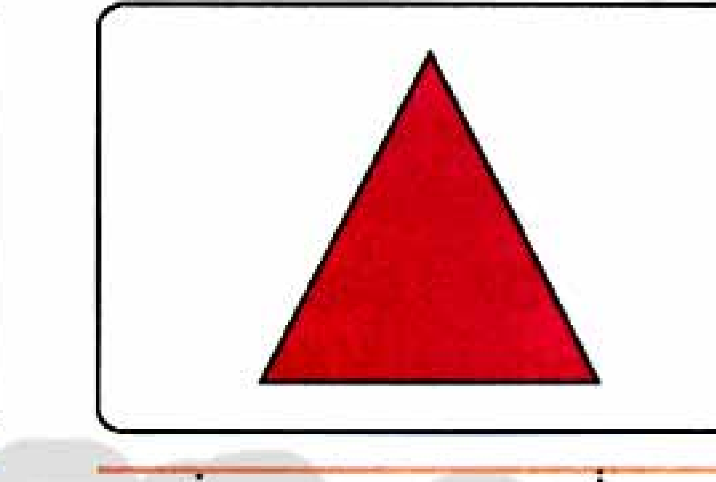

seven


eight



nine ten circle

rectangle square triangle





teacher librarian nurse

3 Our animals







Scope of unit 3

Vocabulary

- rabbit , camel , cat , fish , frog , horse , sheep.
- land , water.
- baby , child , teenager , adult.
- living , non-living , grow , breathe.

Language

- My favourite animal is the (cat).
- (Camels) live on land.
- Living things (eat).
- Non-living things don't (eat).

Phonics

- / p / : pen , panda , playground , pyramids.
- / r / : red , rabbit , Reem , sharpener.

Values

- Caring for animals.

Integrated cross-curriculum topics

- Science : Stages of life / frogs.
- Art : make a collage.
- Geography : Land and water.



Lesson 1

Vocabulary

Objectives SB P. (40 – 41) / AB P. (38 – 39)

- To identify vocabulary for animals in a picture.

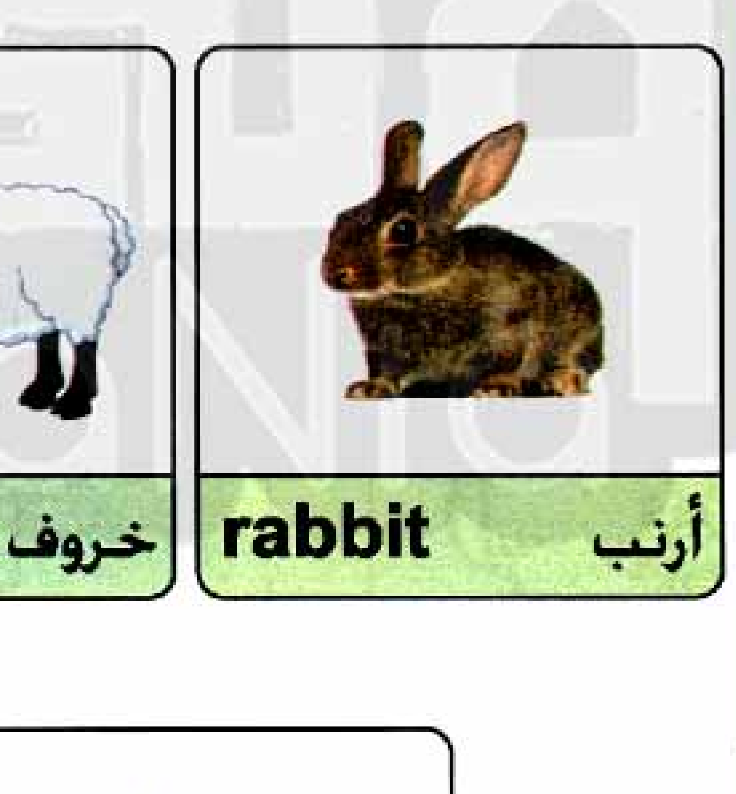
– التعرف على اسماء الحيوانات

Animals



camel جمل

horse حصان



sheep خروف

rabbit أرنب



cat قطة



fish سمكة

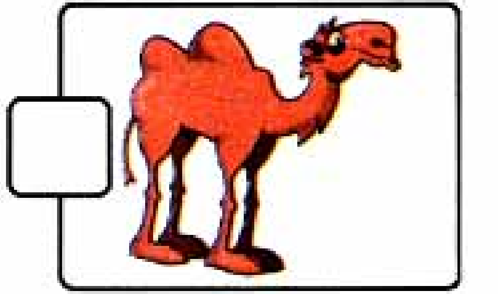
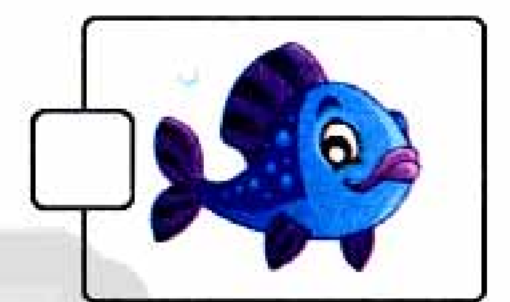
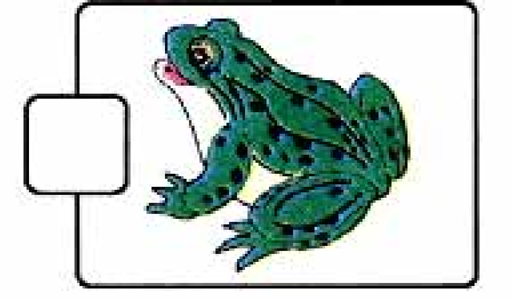
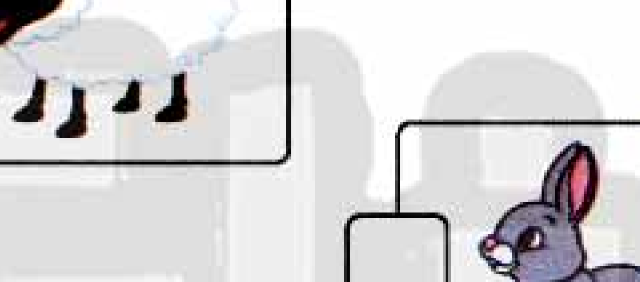
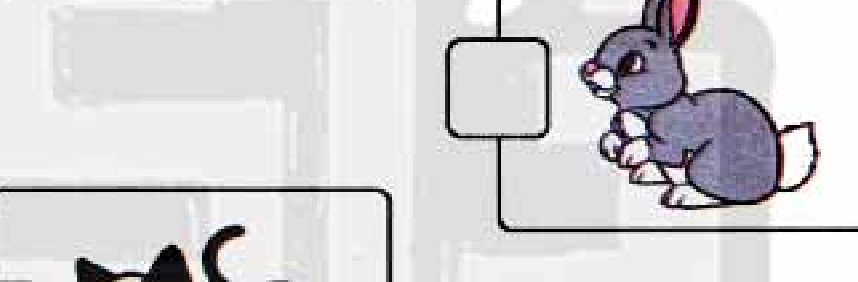
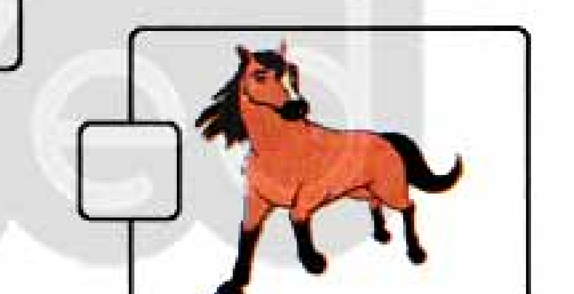


frog ضفدع

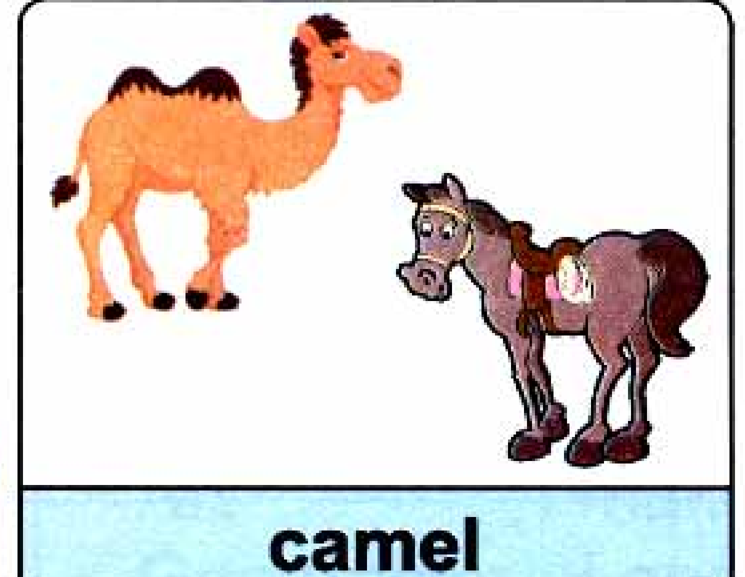
Activities

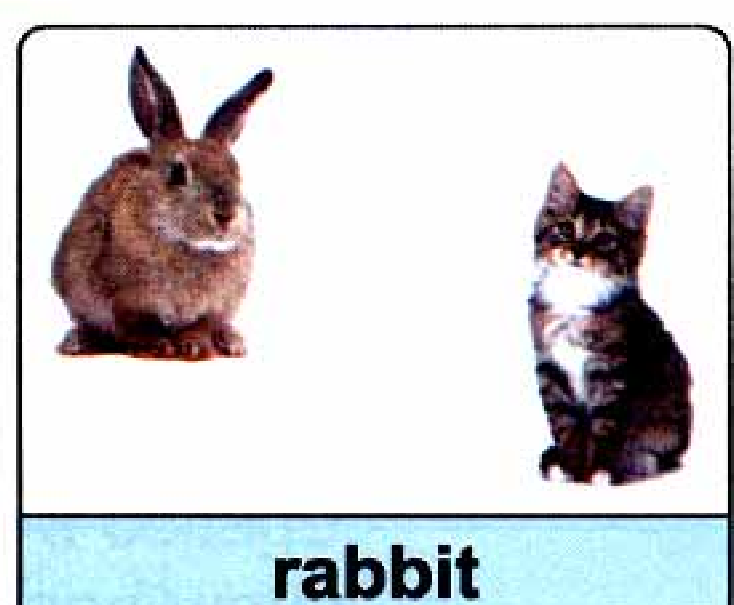
1 Look and number. أنظر و أكتب الرقم.

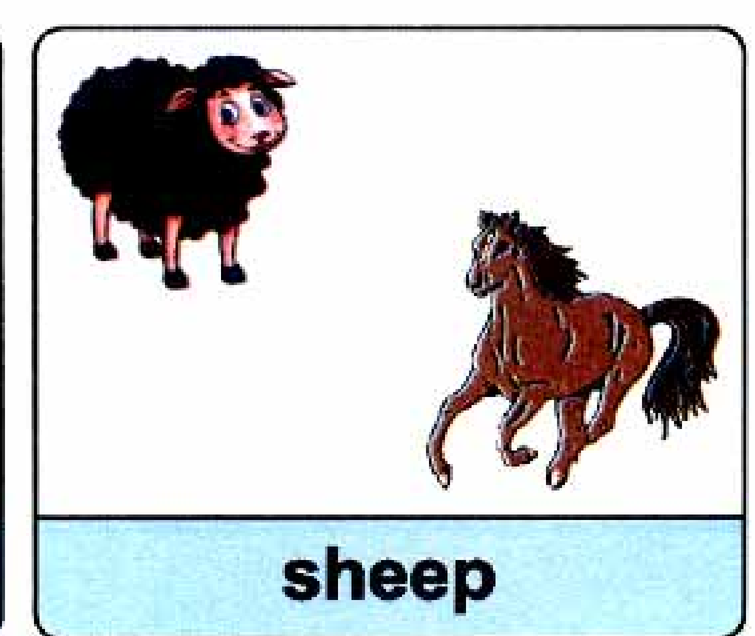
1) sheep •
2) cat •
3) rabbit •
4) camel •
5) horse •
6) frog •
7) fish •

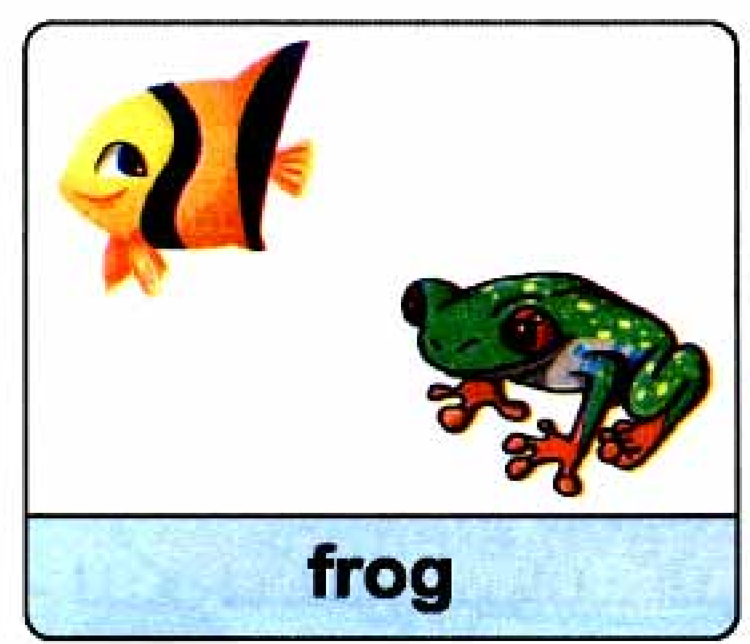







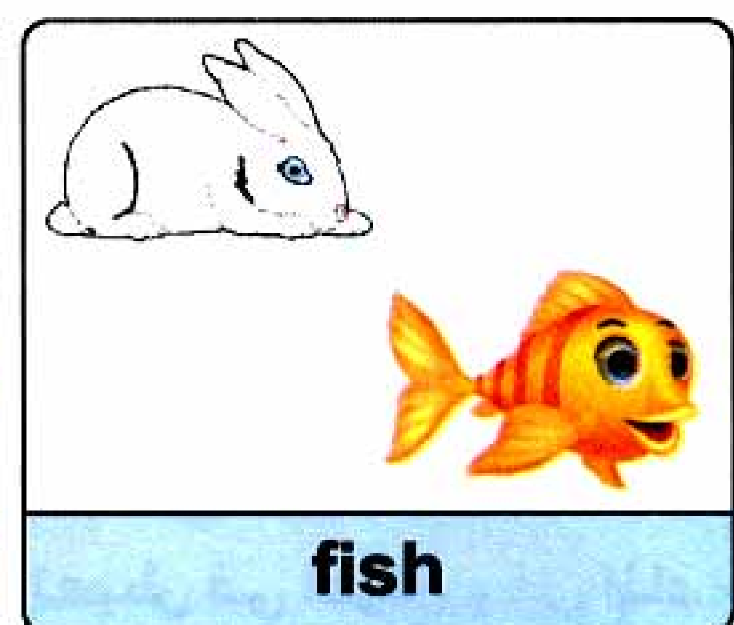
2 Look and circle. أنظر و ضع دائرة حول الإجابة الصحيحة.

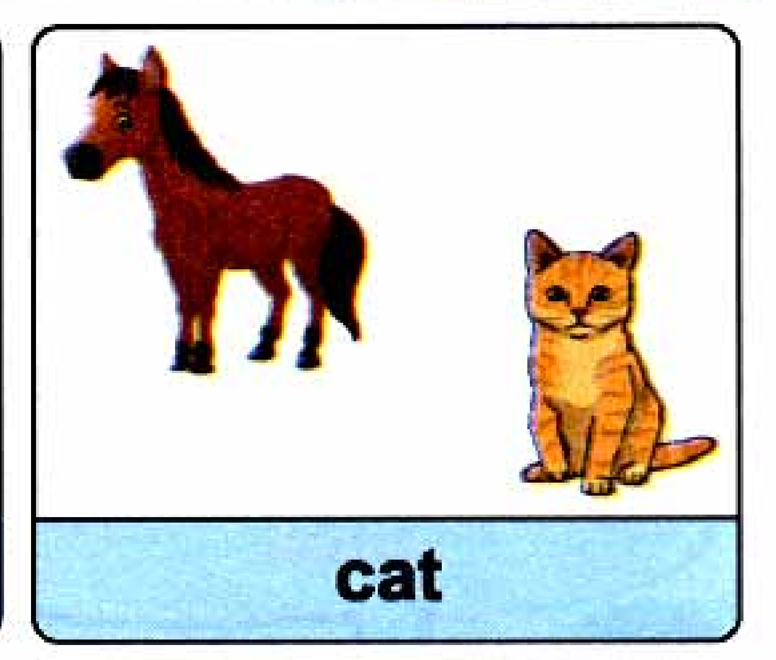

camel


rabbit


sheep


frog

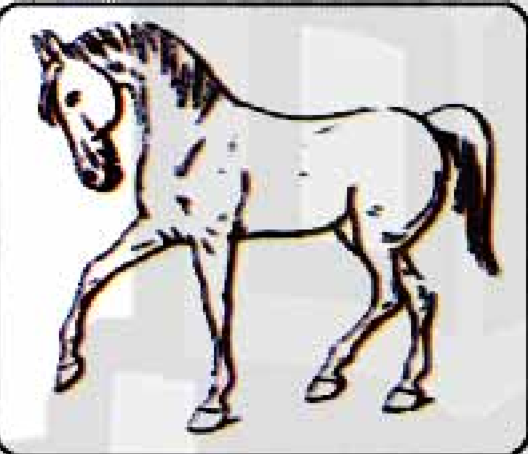

fish

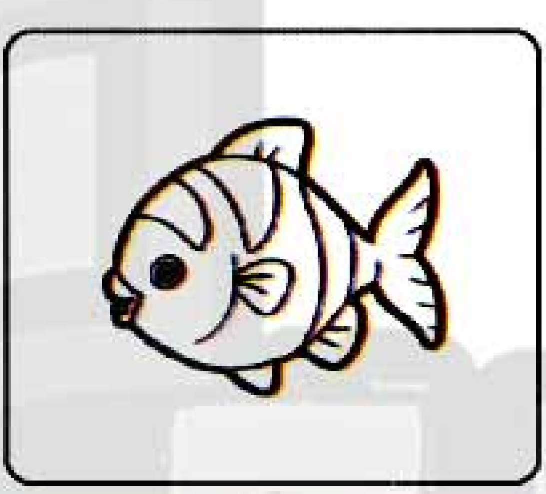

cat

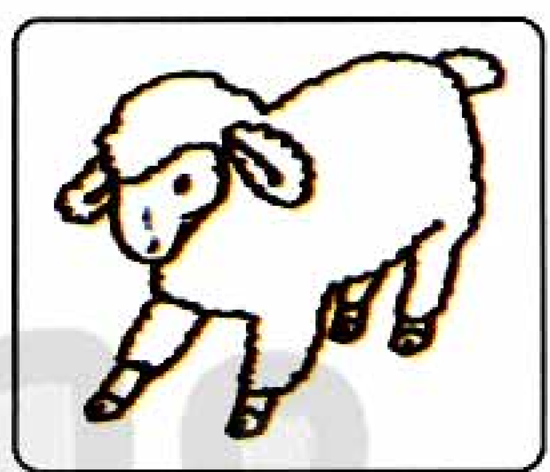
3 Trace and color.

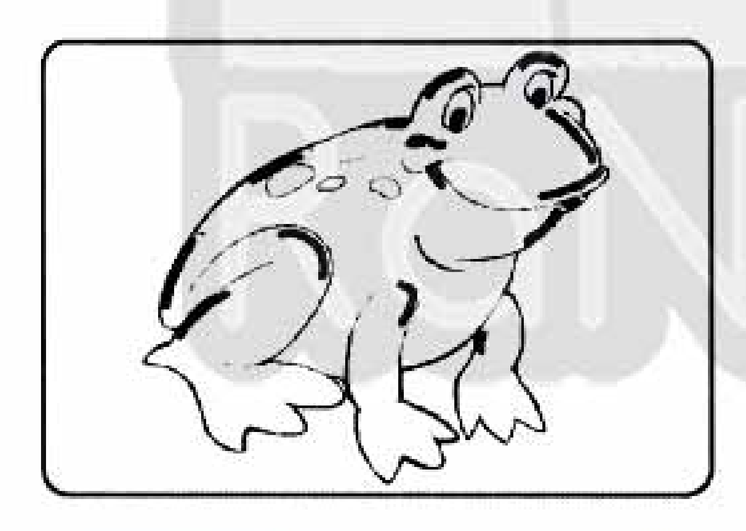
تتبع النقط و لون.

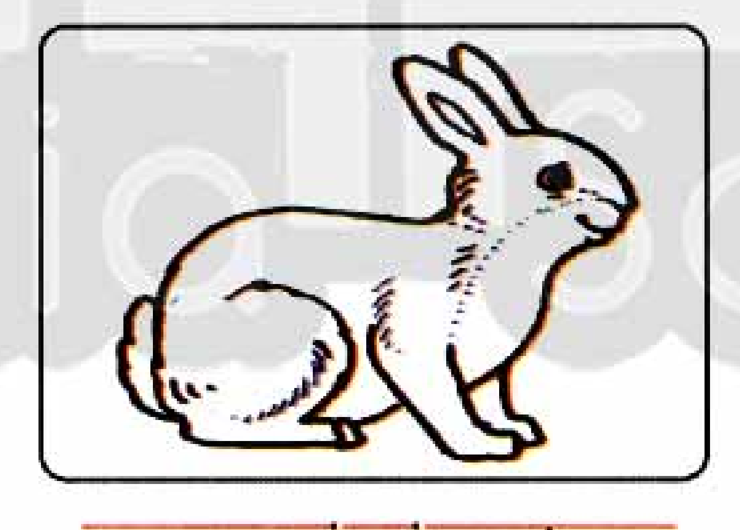

camel

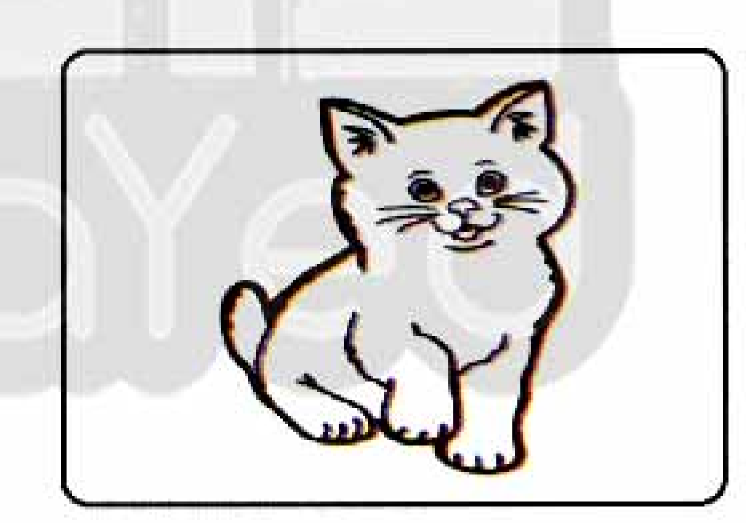

horse


fish


sheep


frog


rabbit


cat



Lesson 2 Where do camels live?

Land and water

Objectives SB P. (42 – 43) / AB P. (40 – 41)

- To talk about animals.
  - للتحدث عن الحيوانات.
- To differentiate between animals that live on land and in water.
  - للتعرف على الحيوانات التى تعيش فى الأرض و فى الماء.

live on land

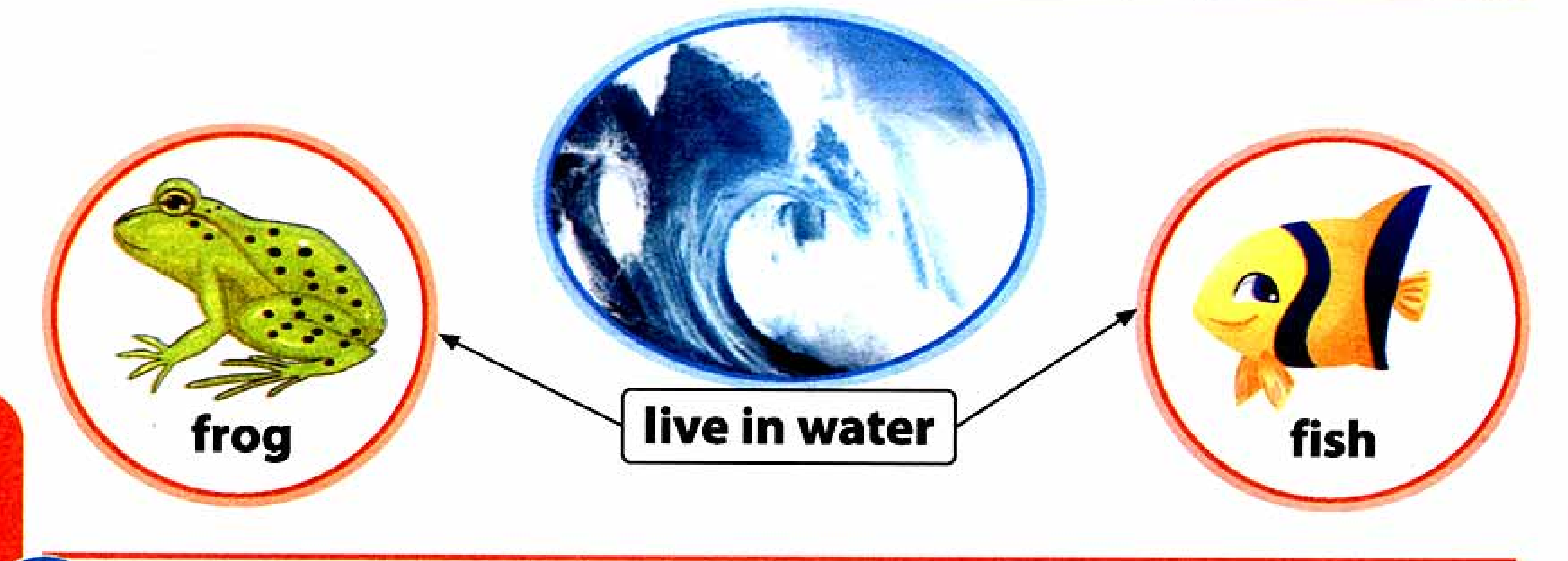
rabbits

horses

cats

camels

sheep



Language Use

- Where do ..... live?

- للسؤال عن أين تعيش الحيوانات

Where do camels live?



Camels live on land.



Where do fish live?



Fish live in water.

Where do cats live?





Cats live on land.



Where do frogs live?

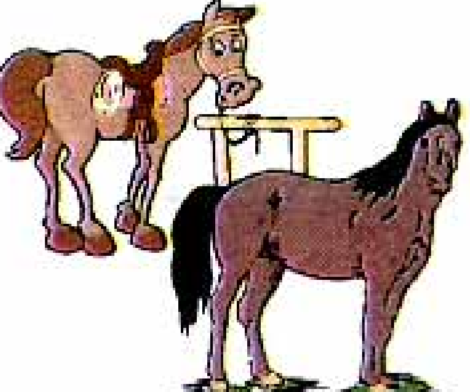




Frogs live in water.



Where do horses live?



Horses live on land.





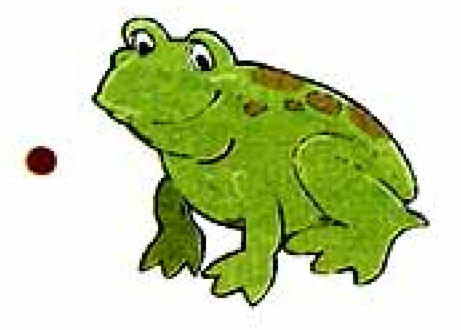
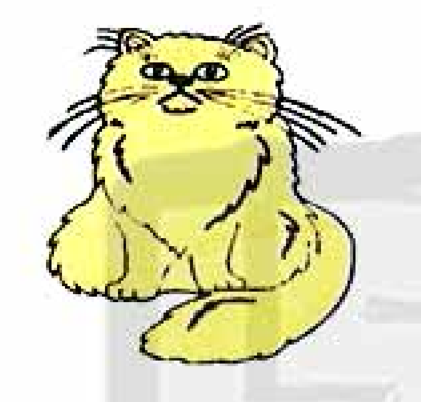
Activities

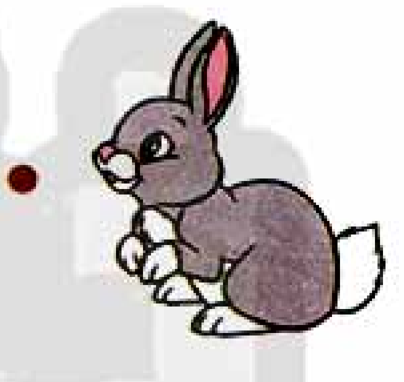
1 Match the animals to where it live.

صل الحيوانات بالمكان الذى تعيش فيه.



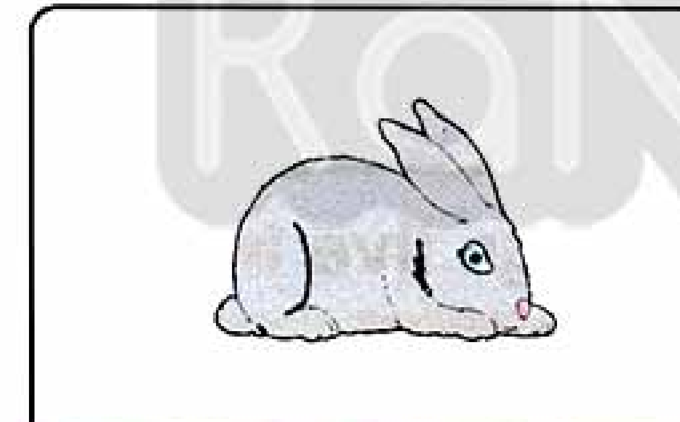
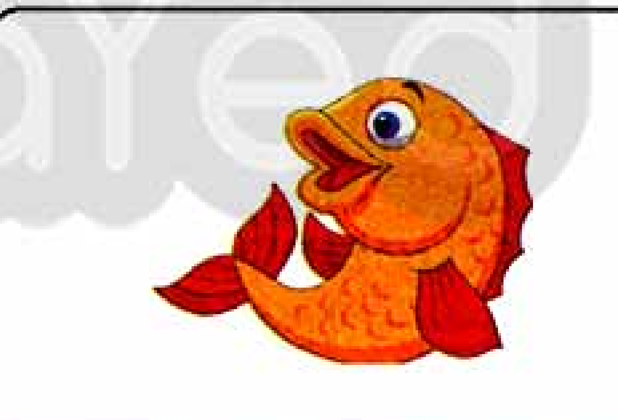
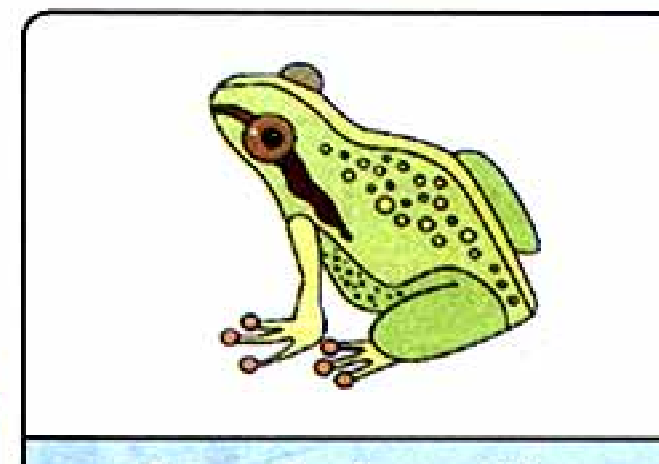
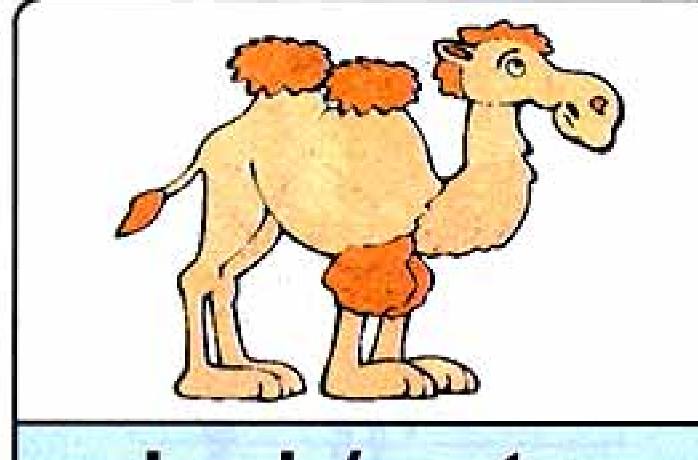


on land



in water


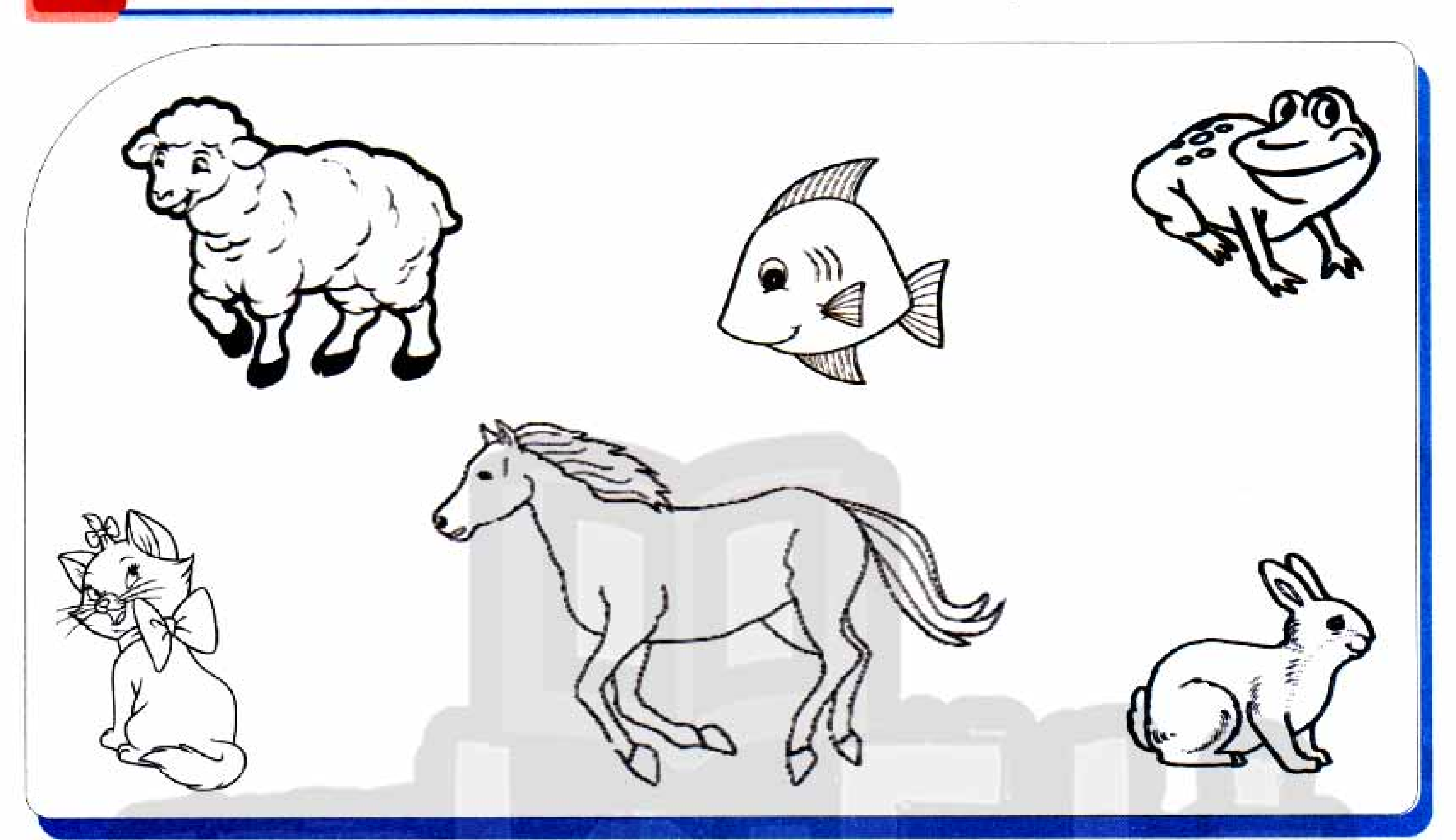
2 Circle and say.



		
land / water	land / water	land / water
		
land / water	land / water	land / water



3 Color animals that live on land. لون الحيوانات التى تعيش فى الأرض.



4 Color animals that live in water. لون الحيوانات التى تعيش فى الماء.





5 Look and tick (✓) the right answer. أنظر و ضع علامة (✓).

Where do frogs live?



- ☐ On land.
- ☐ In water.

Where do cats live?



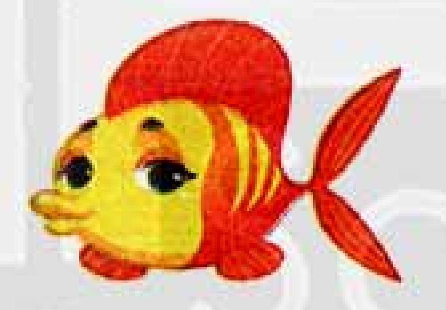
- ☐ On land.
- ☐ In water.

Where do camels live?



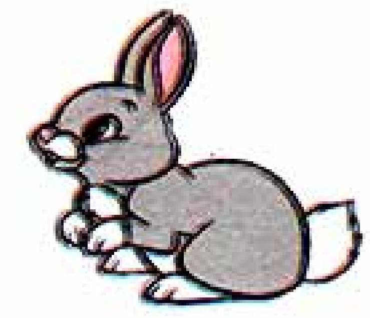
- ☐ On land.
- ☐ In water.

Where do fish live?



- ☐ On land.
- ☐ In water.

Where do rabbits live?



- ☐ On land.
- ☐ In water.

Where do sheep live?



- ☐ On land.
- ☐ In water.



Lesson 3

The living world
(Connect with science)

Objectives **SB P. (44 – 45) / AB P. (42 – 43)**

- To identify vocabulary for living things.
- To talk about what living things can do.
- To differentiate between **living** and **non-living** things.

Living things
الأشياء الحية





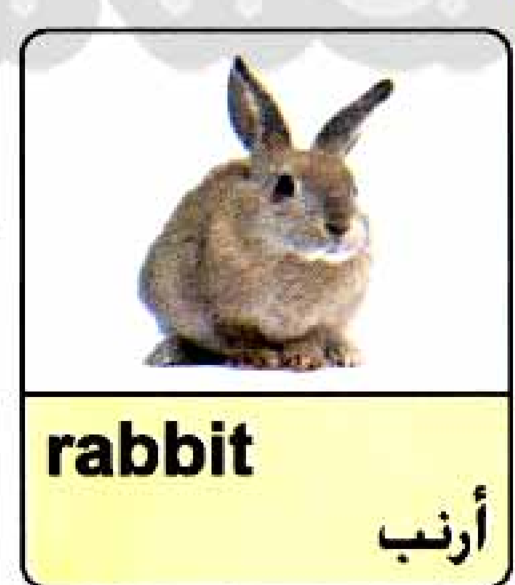
baby
طفل رضيع



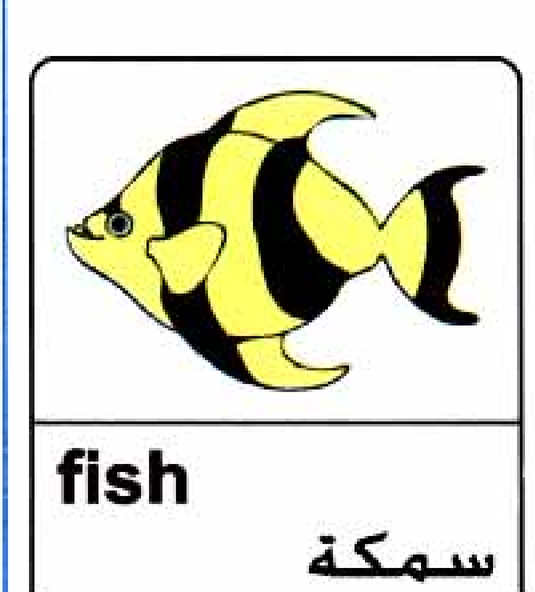
cat
قطة



horse
حصان



rabbit
أرنب

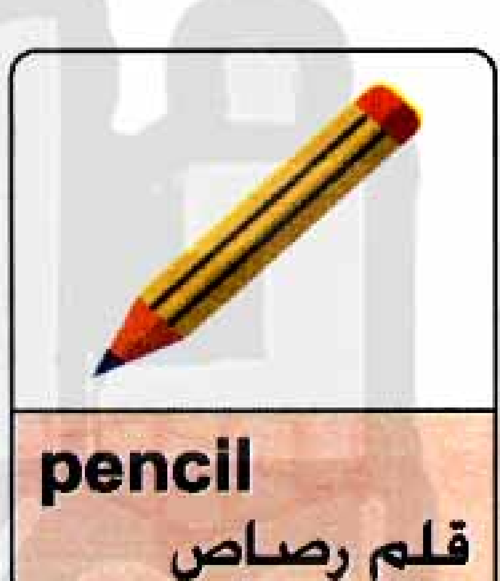


fish
سمكة

Non-living things
الأشياء غير الحية



pen
قلم جاف



pencil
قلم رصاص



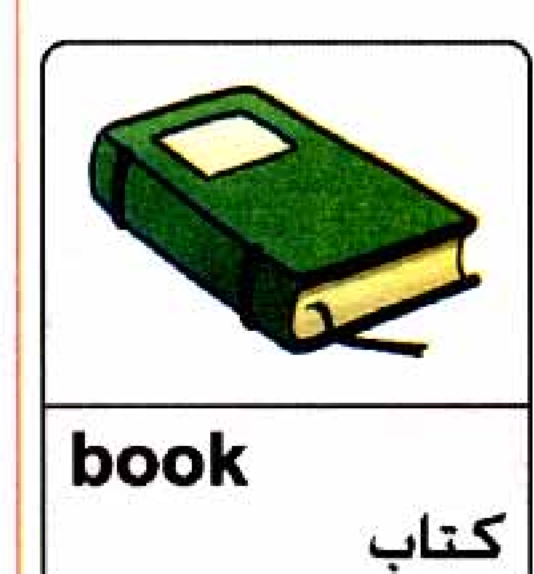


table
طاولة





sharpener
براية



book
كتاب

Language Use

- هناك أشياء يقوم بها الكائن الحى ولا يقوم بها الجماد.

Living things

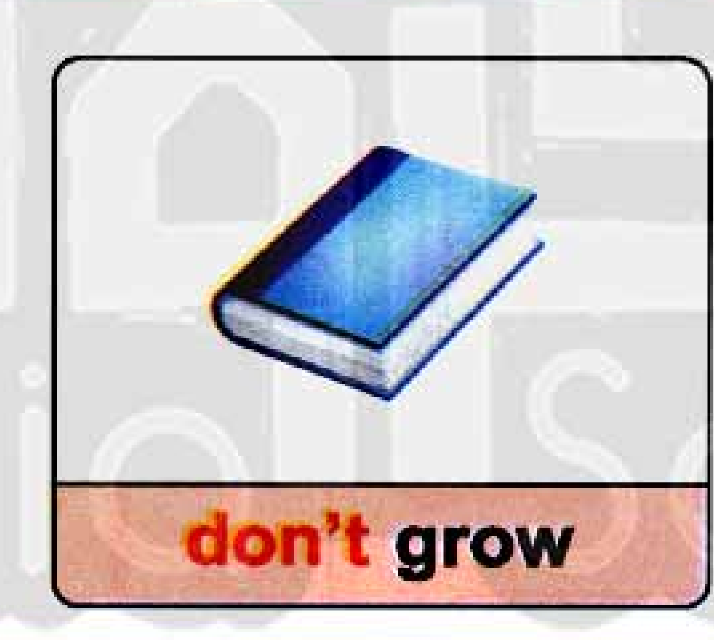

eat


grow


breathe

Non-living things

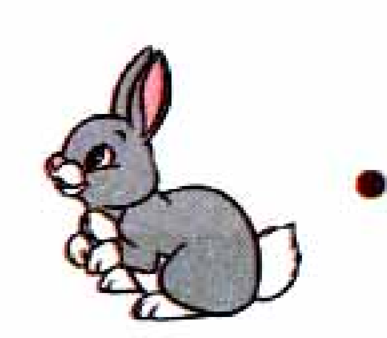

don't eat


don't grow

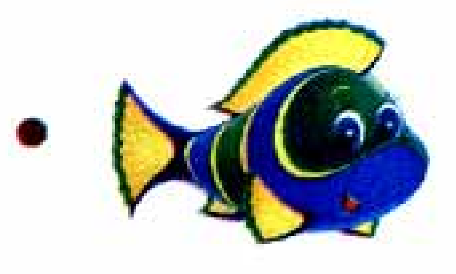

don't breathe

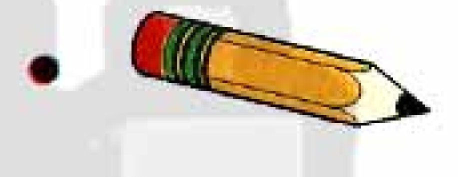
Activities

1 Match. صل.





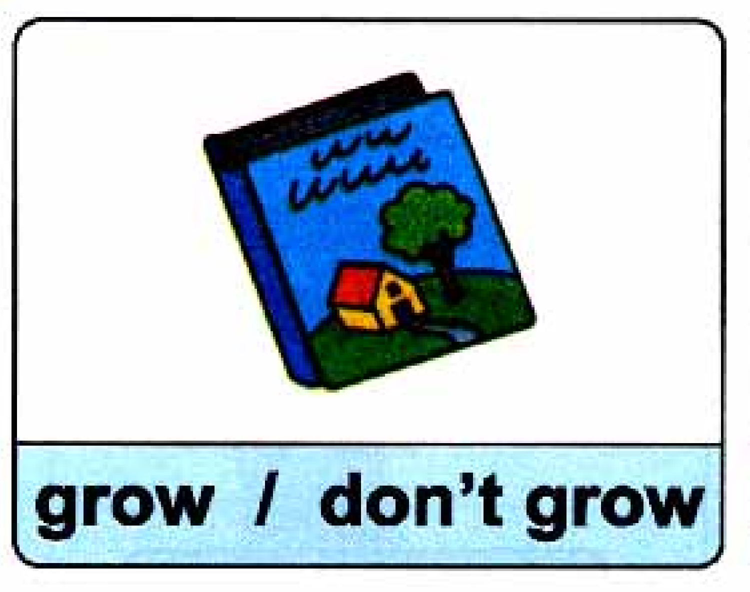
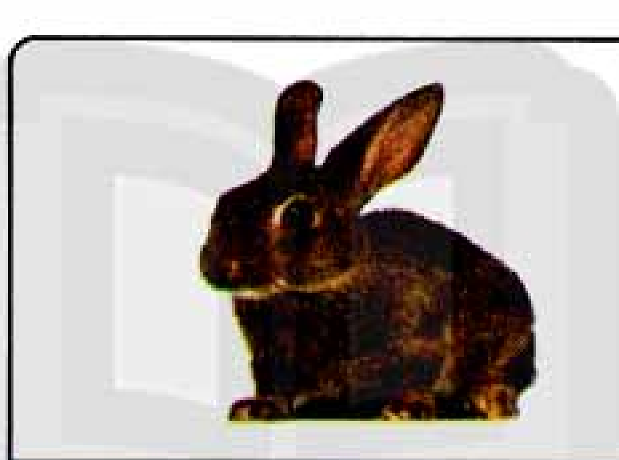
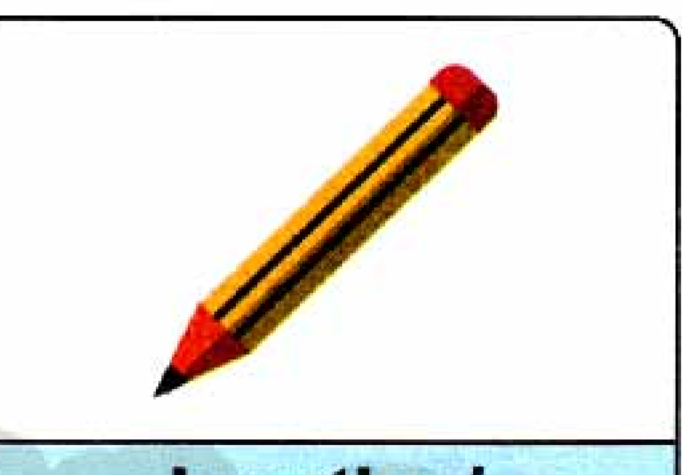


2 Circle the living things. ضع دائرة على الأشياء الحية.



3 Circle and say.

ضع دائرة حول الإجابة الصحيحة و قل.

		
eat / don't eat	grow / don't grow	eat / don't eat
		
breathe / don't breathe	grow / don't grow	breathe / don't breathe

4 Circle the non-living things.

ضع دائرة حول الأشياء الغير حية.



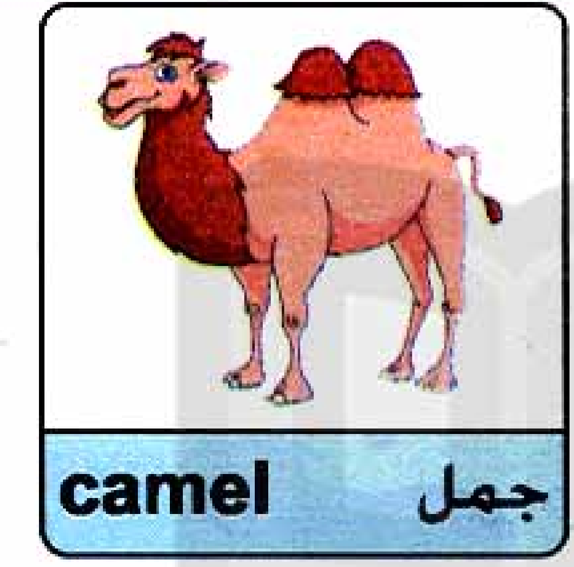
Lesson 4

What is your favorite animal?

Objectives SB P. (46) / AB P. (47)

- To talk about favorite animals.
  - للتحدث عن حيوانك المفضل.
- To reinforce the value of looking after animals.
  - للتأكيد على أهمية الإعتناء بالحيوانات

Animals


camel جمل


fish سمكة


horse حصان


sheep خروف


rabbit أرنب


frog ضفدع


panda دب الباندا

Language Use

- **What is your favorite animal?**
  - (ماهو حيوانك المفضل؟)
  - تستخدم للسؤال عن الحيوان المفضل لدى شخص ما.


What is your favorite animal?



My favorite animal is the panda.


What is your favorite animal?



My favorite animal is the rabbit.



Activities

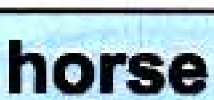
1 Match. صل.

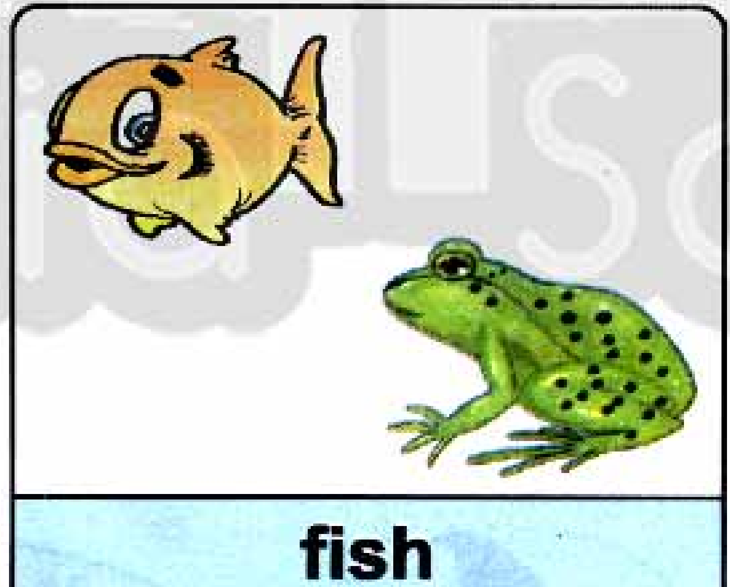
1) panda •
2) camel •
3) sheep •
4) frog •
5) horse •
6) rabbit •
7) cat •





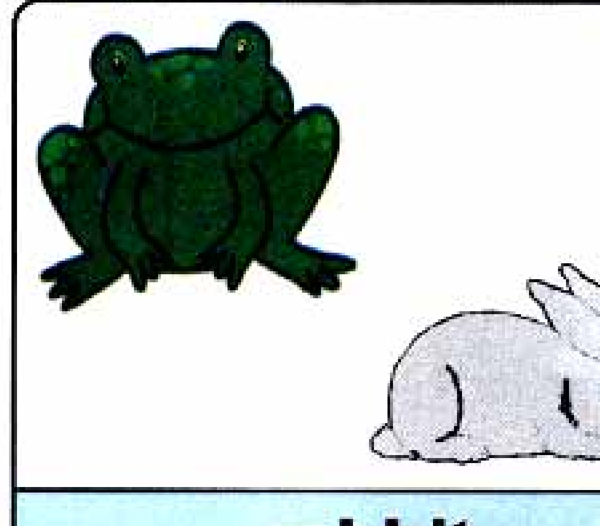
2 Look and circle. أنظر و ضع دائرة حول الإجابة الصحيحة.

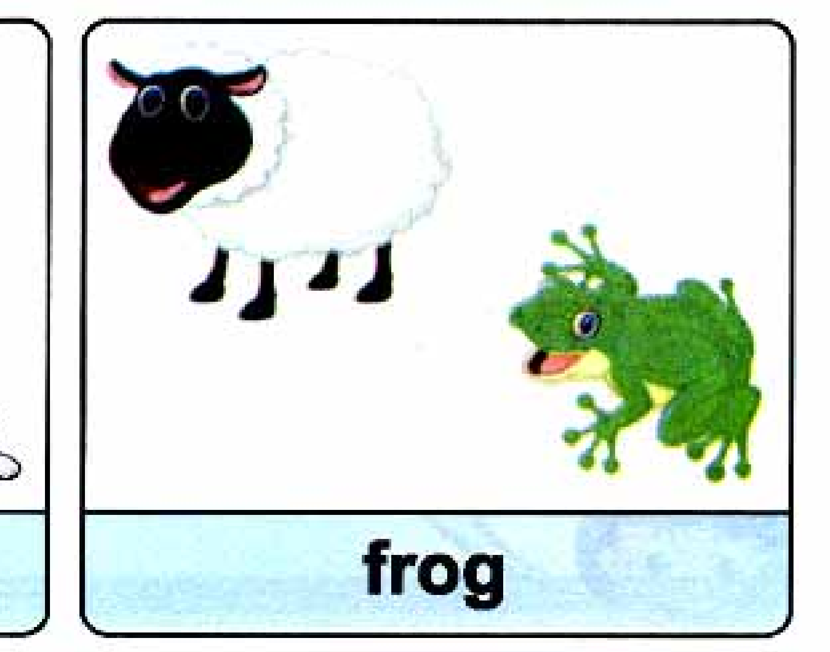


horse


fish


panda

camel


rabbit


frog

3 Look and tick (✓) the right answer. أنظر و ضع علامة (✓).

What is your favorite animal?



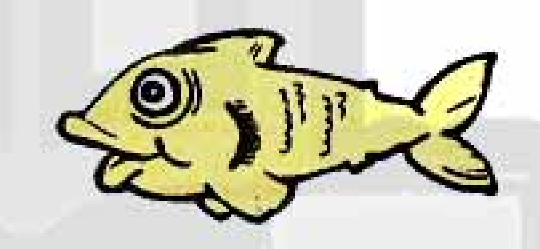
- ☐ panda
- ☐ cat

What is your favorite animal?



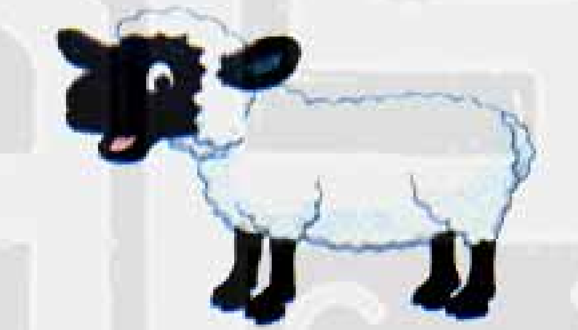
- ☐ horse
- ☐ camel

What is your favorite animal?



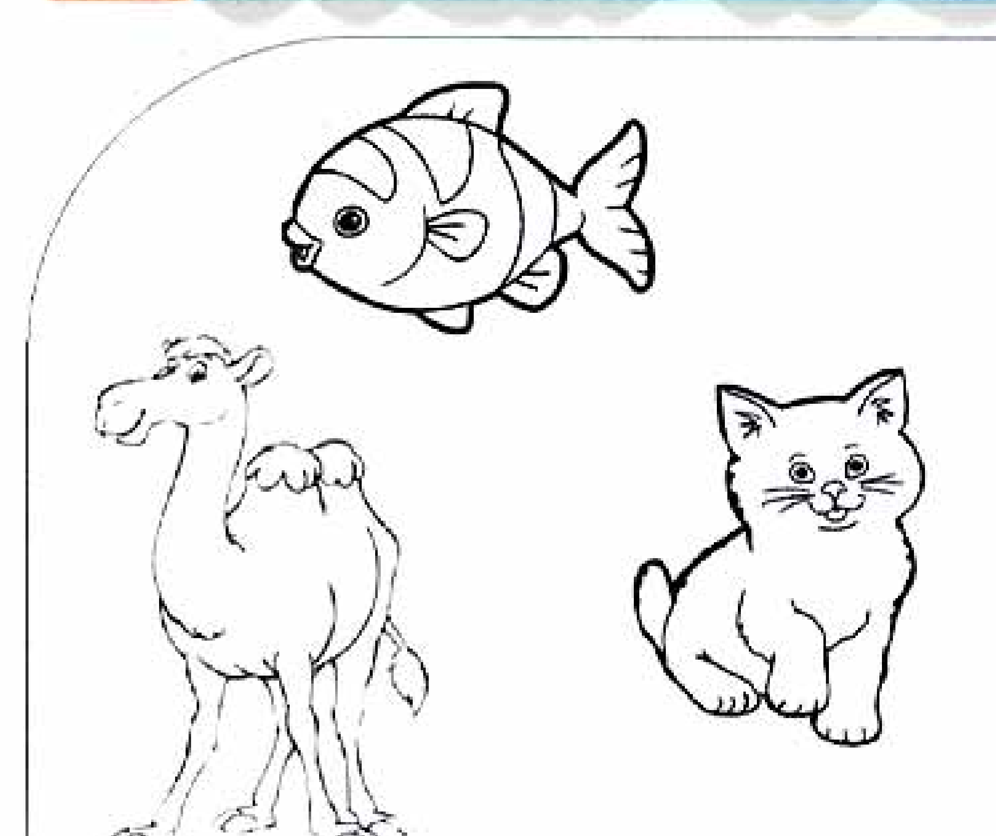
- ☐ rabbit
- ☐ fish

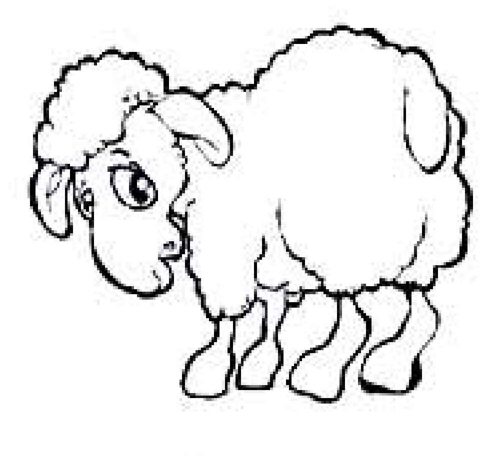
What is your favorite animal?

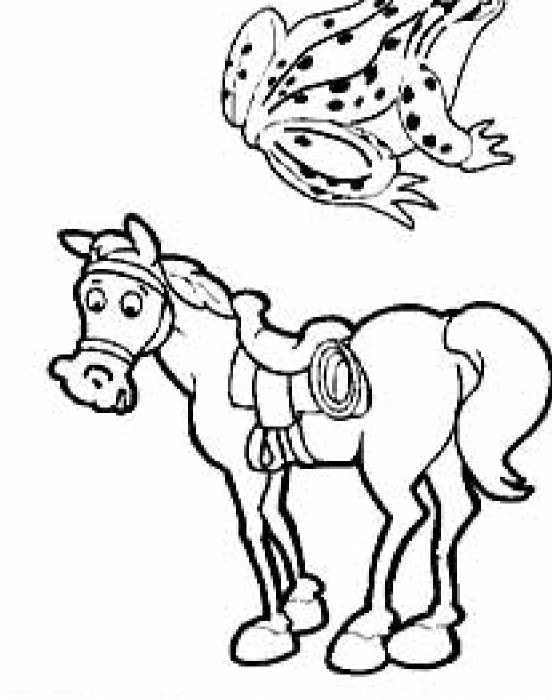


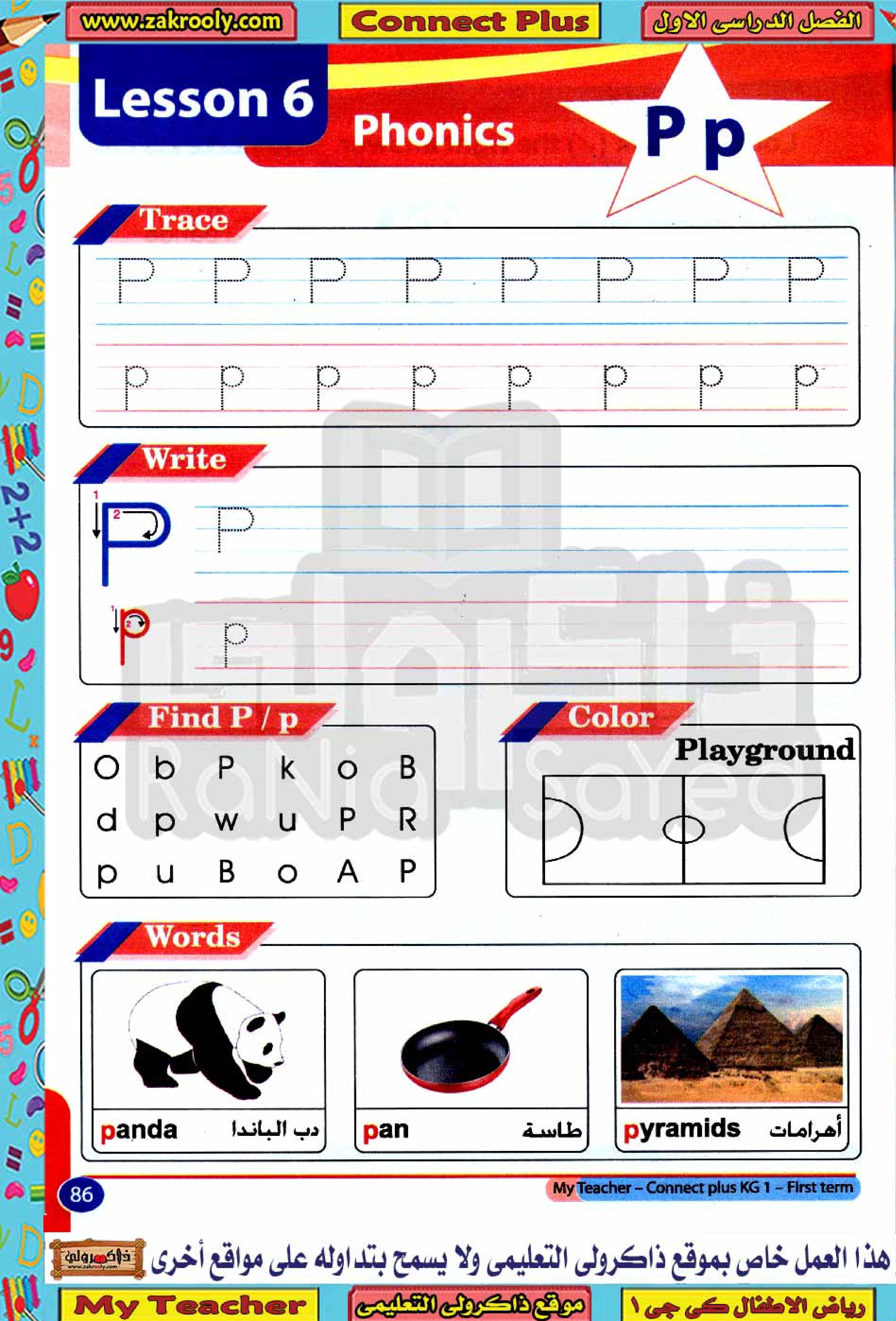
- ☐ sheep
- ☐ frog

4 Color your favorite animal. لون حيوانك المفضل.









Lesson 6

Phonics

P p

Trace

P P P P P P P P

p p p p p p p p

Write

P

p

Find P / p

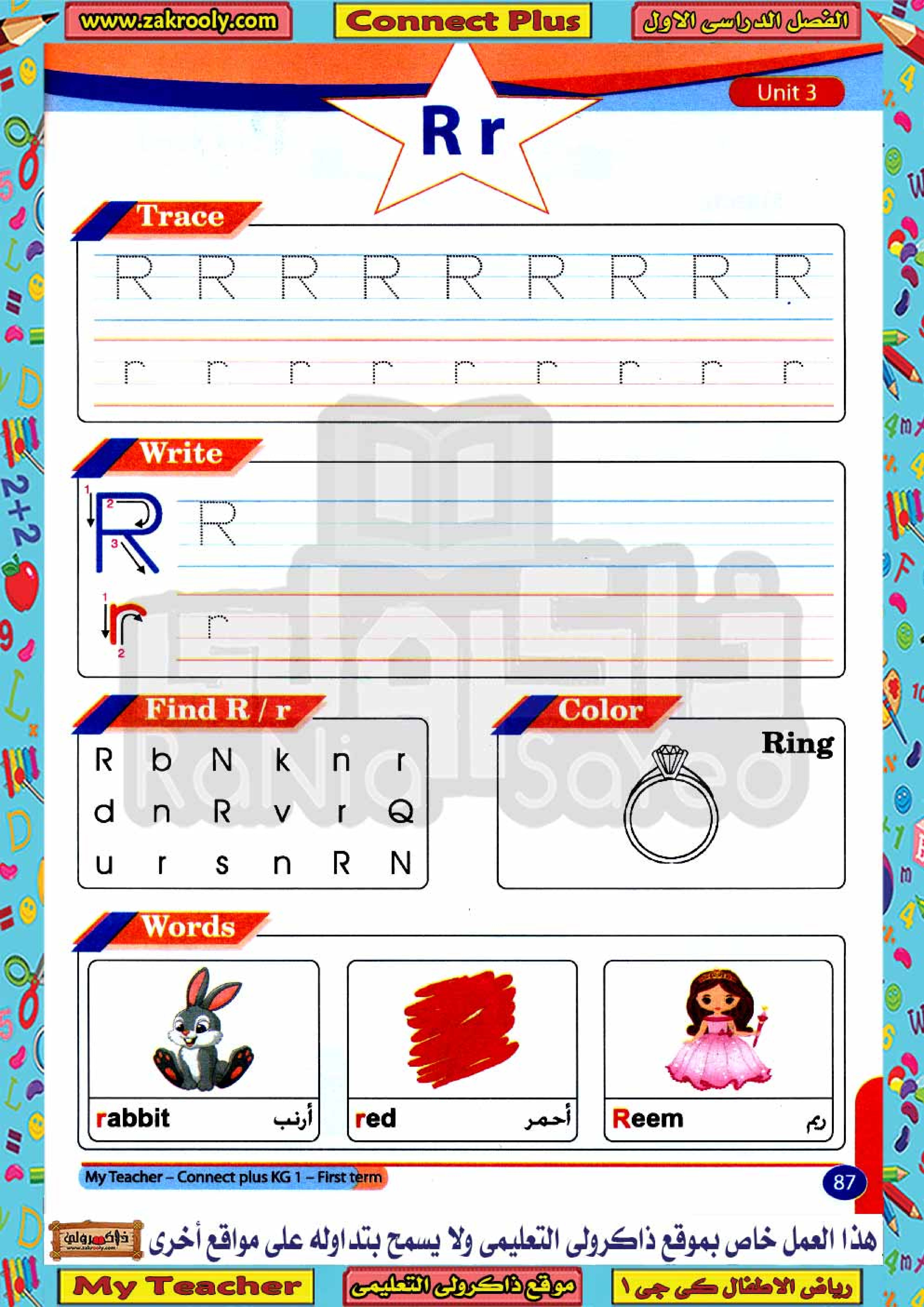
O	b	P	k	o	B
d	p	w	u	P	R
p	u	B	o	A	P

Color

Playground

Words

panda دب الباندا	pan طاسة	pyramids أهرامات



R r

Trace

R R R R R R R R R

r r r r r r r r r

Write

R

r

Find R / r

R	b	N	k	n	r
d	n	R	v	r	Q
u	r	s	n	R	N

Color

Ring

Words

rabbit أرنب	red أحمر	Reem ريم

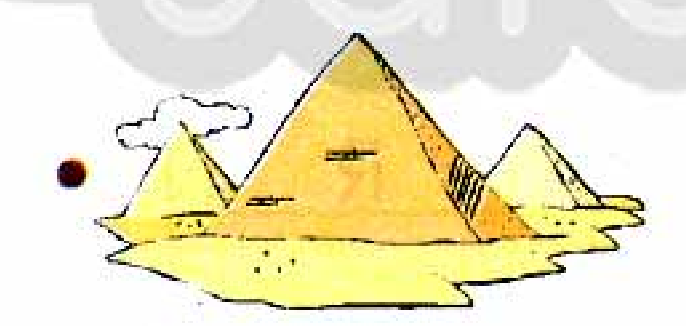
Activities

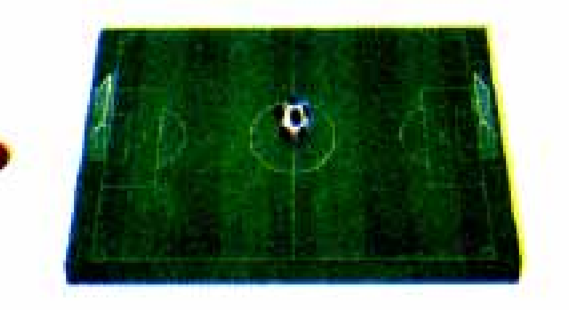
1 Match.

صـل.

1) panda
2) pyramids
3) playground
4) red
5) rabbit
6) Reem
7) ring
8) pan





2 Look and circle.

أنظر و ضع دائرة حول الإجابة الصحيحة.

1

p / r abbit

2

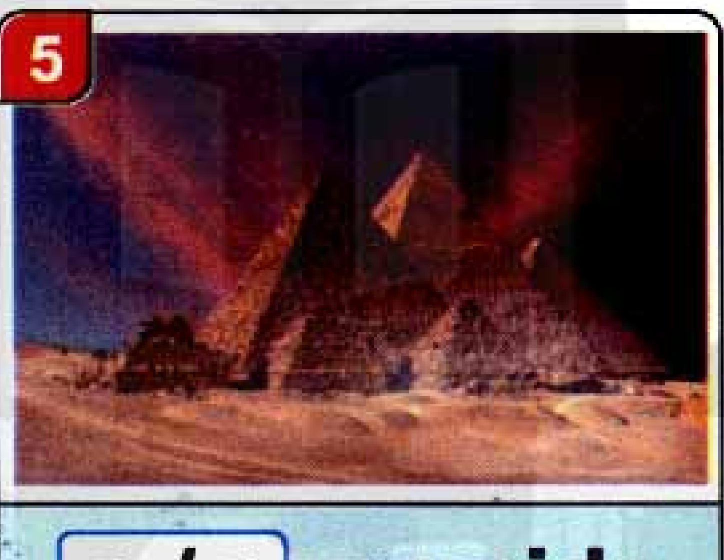
p / r anda

3

P / R eem

4

p / r ed

5

p / r yramids

6

p / r layground

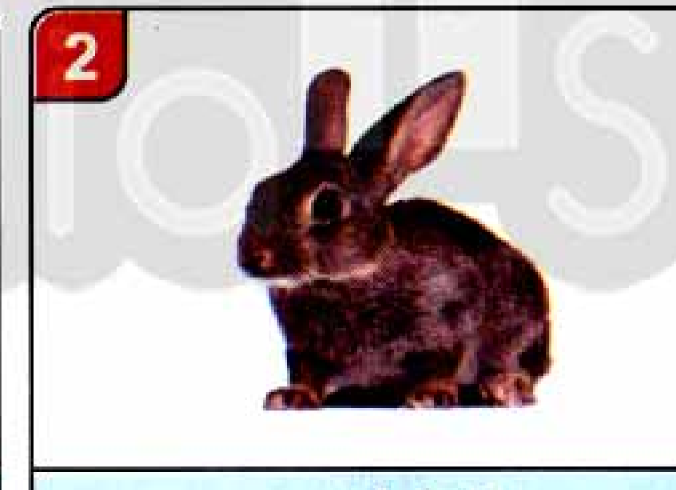
3 Put / p / or / r /.

ضع (p) أو (r).



1

– anda

2

– abbit

3

– ed

4

– yramids

5

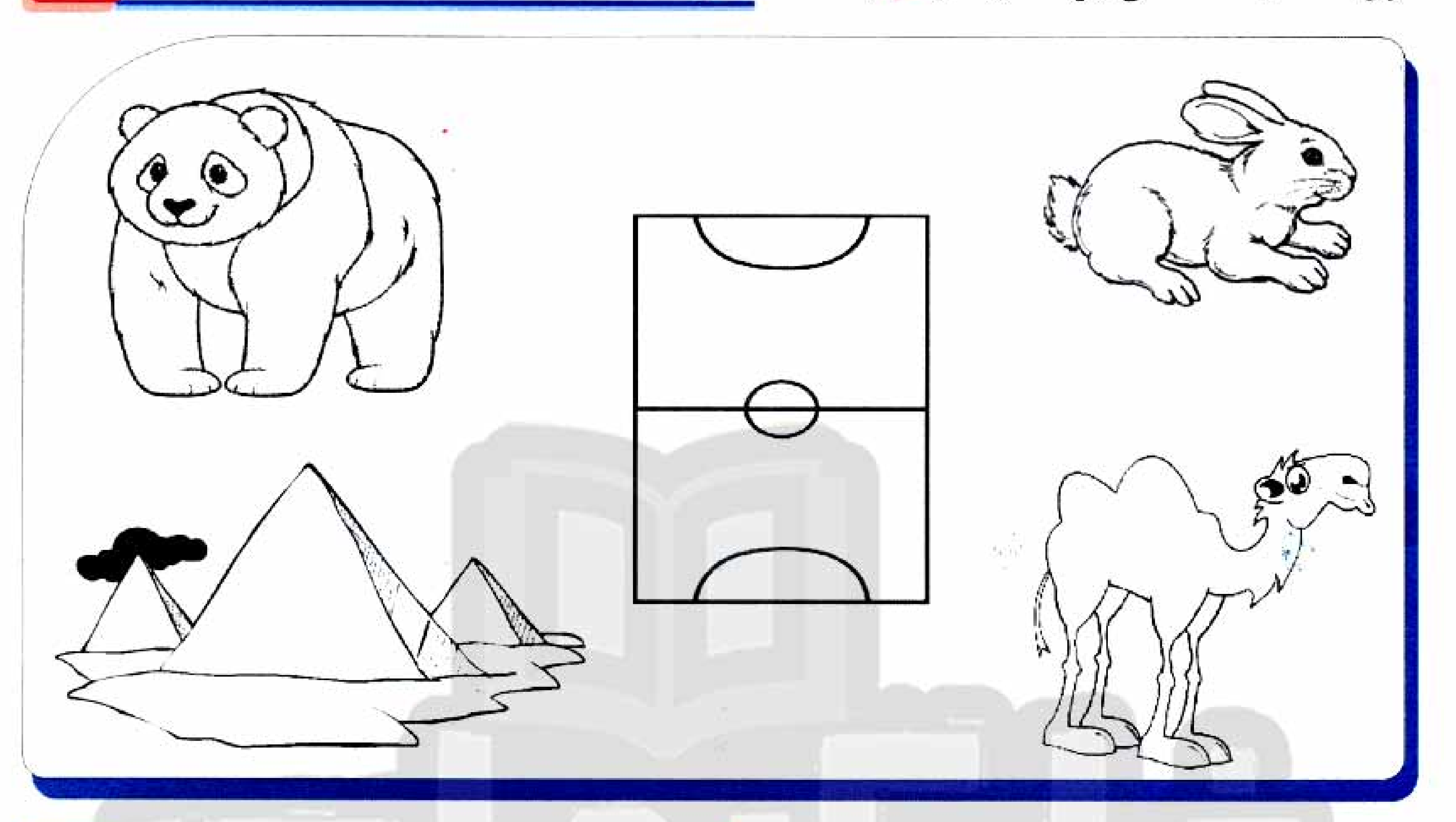
– layground

6
sharpene –



Unit 3

4 Color words that have /p/. لون الكلمات التى بها حرف (p)



5 Trace. تتبع.

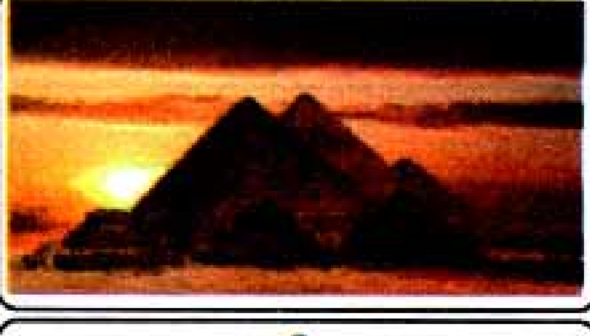




panda panda



red red



pyramids pyramids



rabbit rabbit



Lesson 6

Growing up
(Connect with science)

Objectives SB P. (50 – 51) / AB P. (48 – 49)

- To recognize stages of human's life. – دورة حياة الانسان.
- To recognize stages of frog's life cycle. – دوره حياة الضفدع.

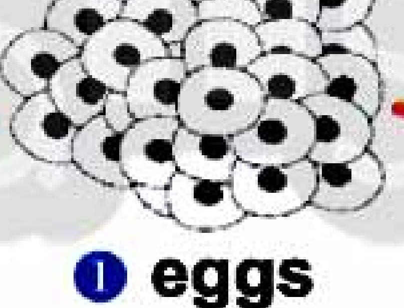
Stages of life



Human

1	2	3	4	5
				
baby	child	teenager	adult	elderly person

Frogs

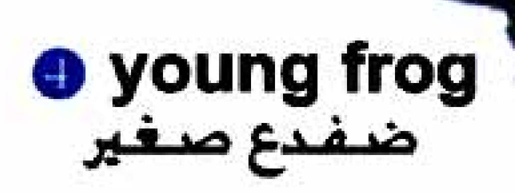


1 eggs
بيض



2 tadpoles
الشرغوف

3 baby frog
طفل ضفدع صغير



4 young frog
ضفدع صغير



5 adult frog
ضفدع كبير

Activities

1 Match.

صل.

1) baby •

2) child •

3) teenager •

4) adult •

• 

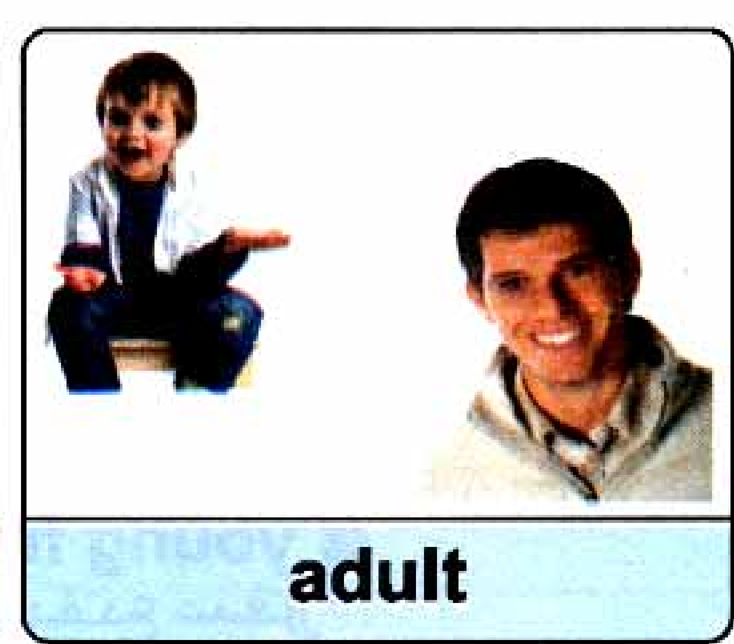
• 

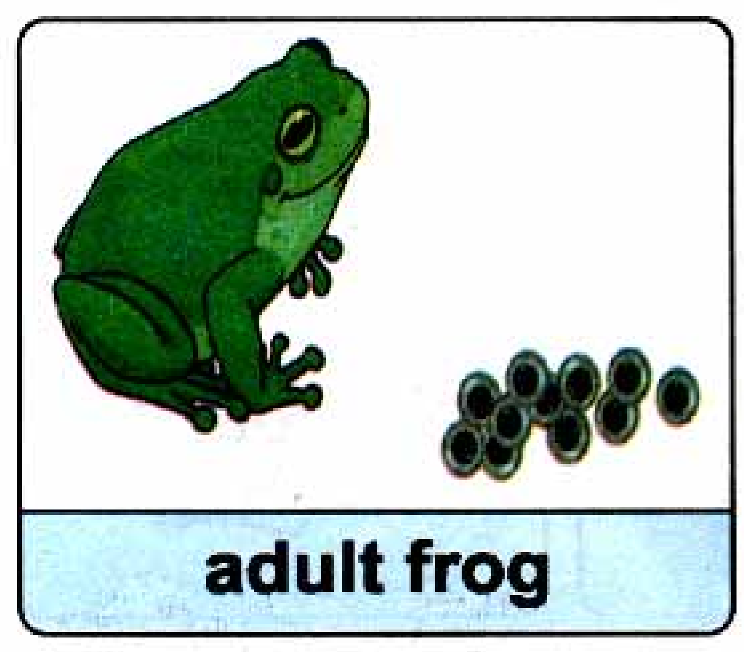
• 

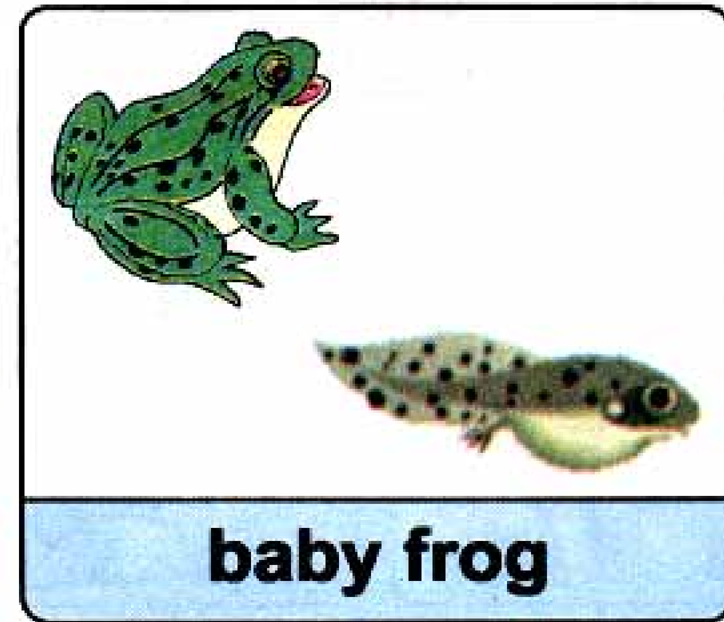
• 

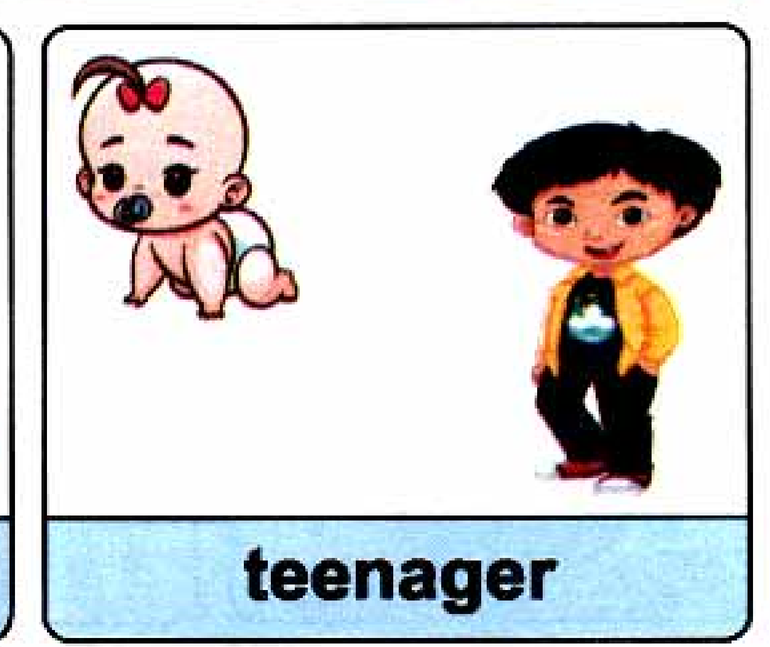
2 Look and circle.

أنظر و ضع دائرة حول الإجابة الصحيحة.

		
baby	child	adult


adult frog


baby frog


teenager

3 Order and write the number.

رتب و اكتب الرقم.


1
baby

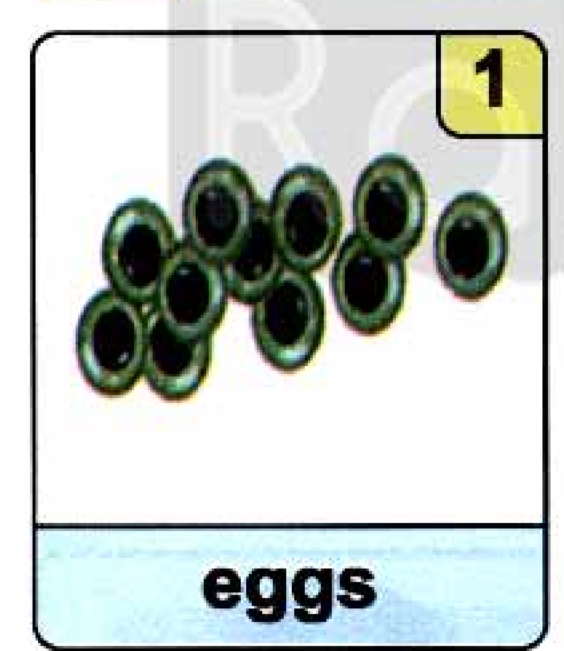

child


adult


teenager

4 Order and write the number.

رتب و اكتب الرقم.


1
eggs


tadpoles


adult frog


baby frog

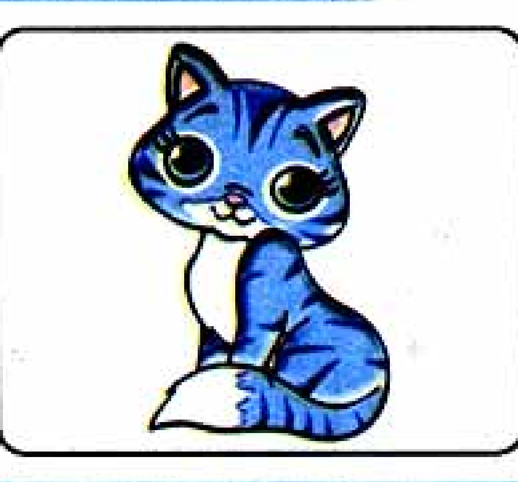
Writing Corner



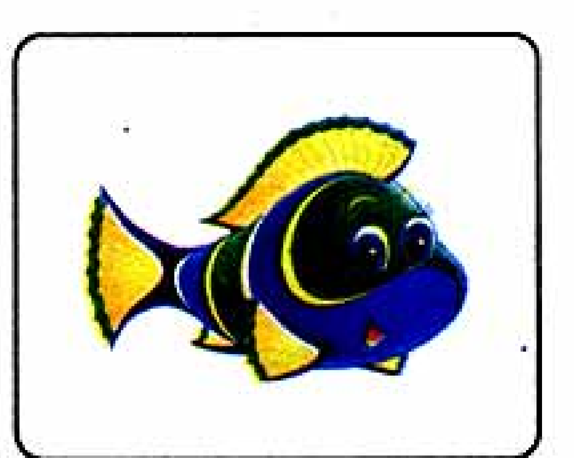
rabbit



camel



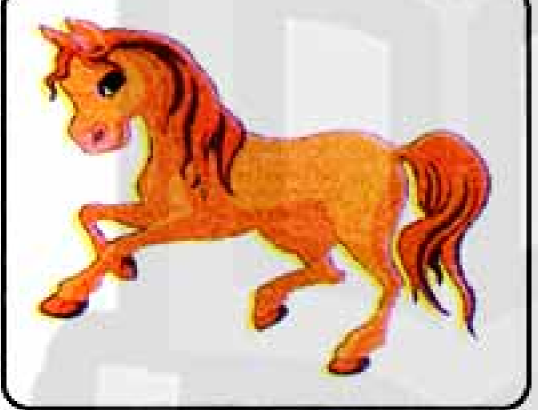
cat



fish



panda



horse



frog



sheep



baby



child



teenager



adult



eat



grow



breathe



4

Our world





- **Scope of unit 4**

Vocabulary

- salad , tomato , cucumber , lettuce , carrot , corn.
- cloud , rain , puddle , sea , river.
- gray , black , white.
- summer , winter.

Language

- It's good / bad for you.
- Let's wash our (hands).
- I like / don't like (rain).

Phonics

- / **d** / : **d**addy , **d**uck , han**d** , sala**d** , **D**ina.
- / **s** / : **s**ister , **s**un , **s**alad , **S**eleem.

Values

- Independence.

Integrated cross-curriculum topics

- Science : Healthy food.
- Art : Make a food wheel.

Lesson 1

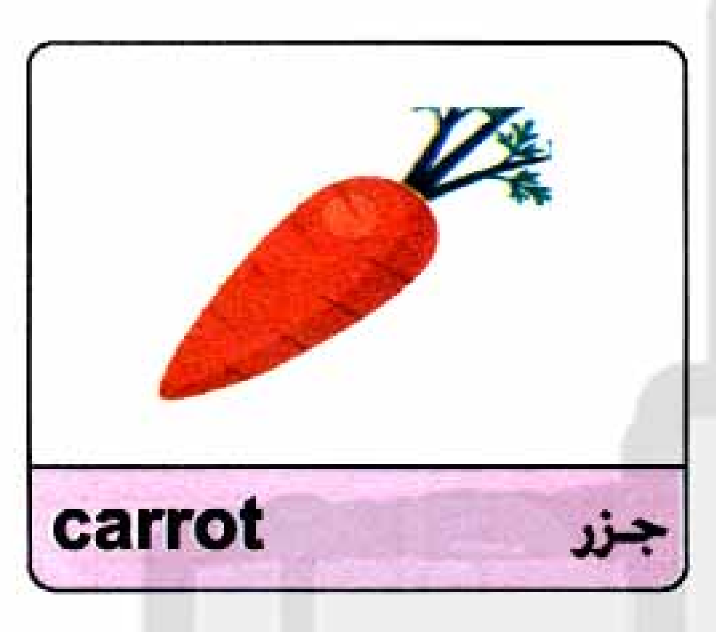
Vocabulary

Objectives SB P. (58 – 59) / AB P. (54 – 55)

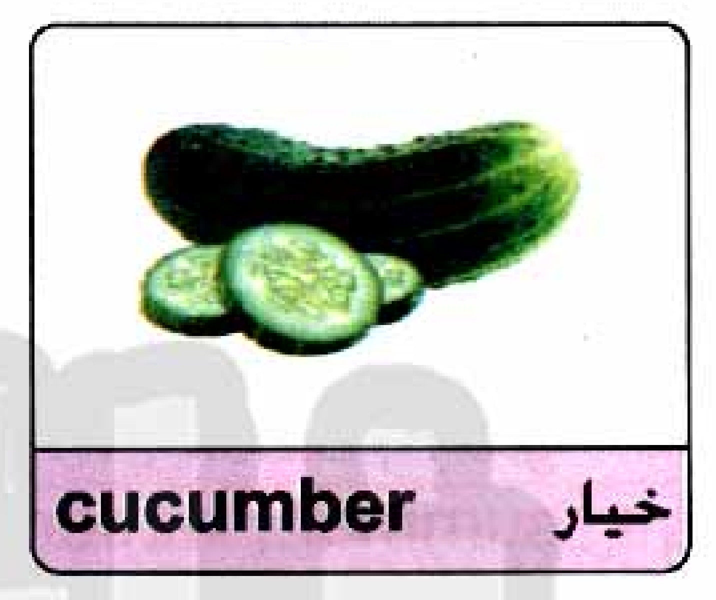
- To identify vocabulary for food in a picture. – التعرف على أنواع الطعام.
- To reinforce the importance of eating healthy food.

– التأكيد على أهمية تناول طعام صحى

Food طعام

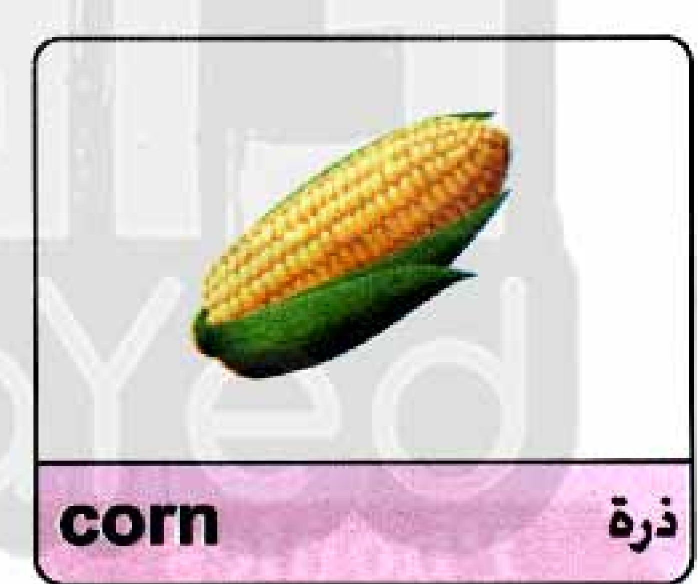

carrot جزر


tomato طماطم


cucumber خيار


lettuce خس


salad سلطة


corn ذرة

Activities

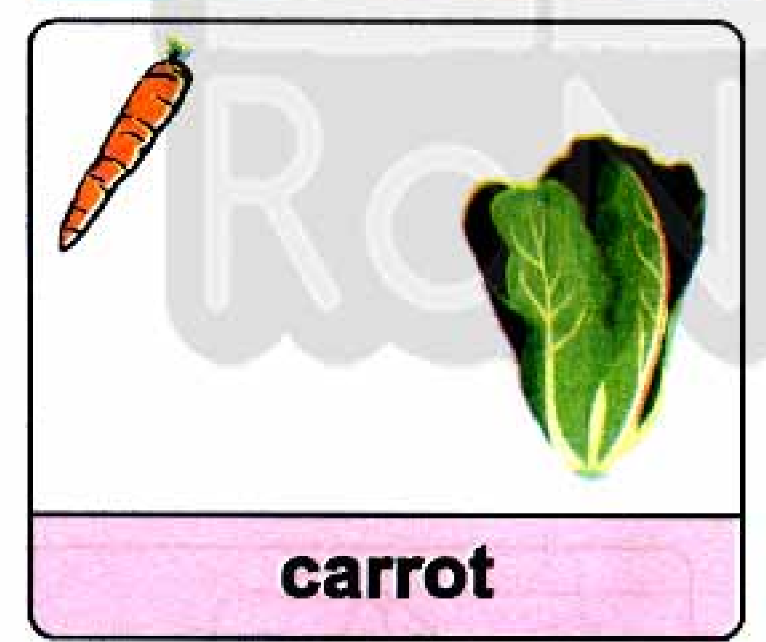
1 Match. صل.

1) corn •
2) tomato •
3) cucumber •
4) lettuce •
5) salad •
6) carrot •

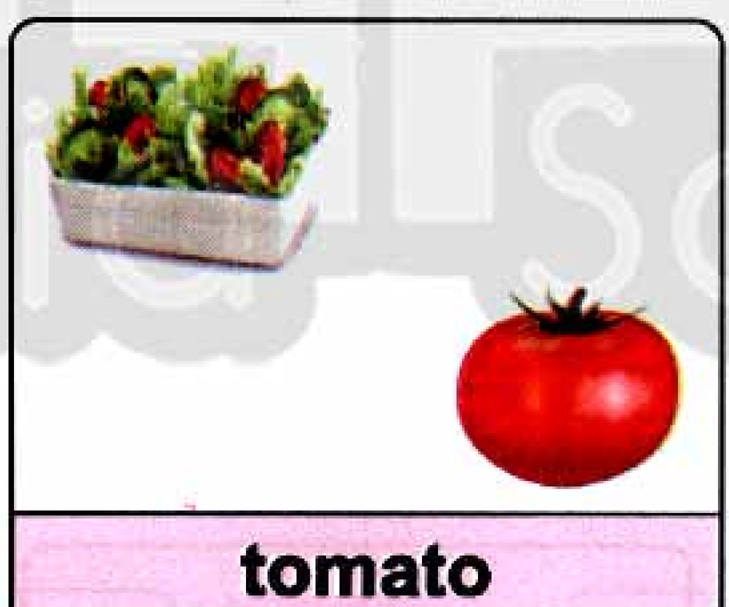




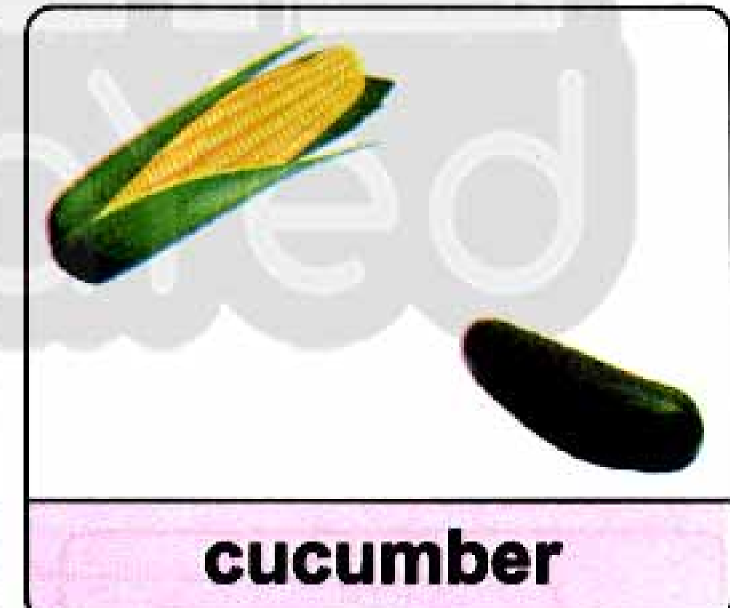
2 Look and circle. أنظر و ضع دائرة حول الإجابة الصحيحة.



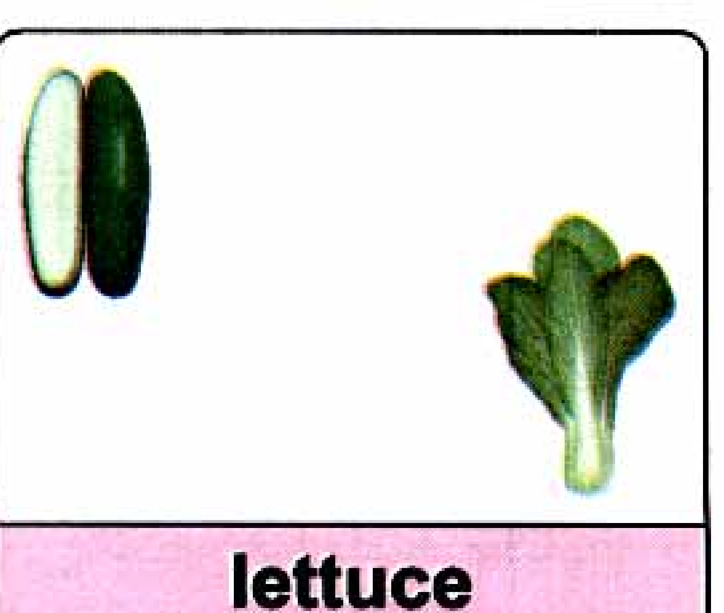
carrot



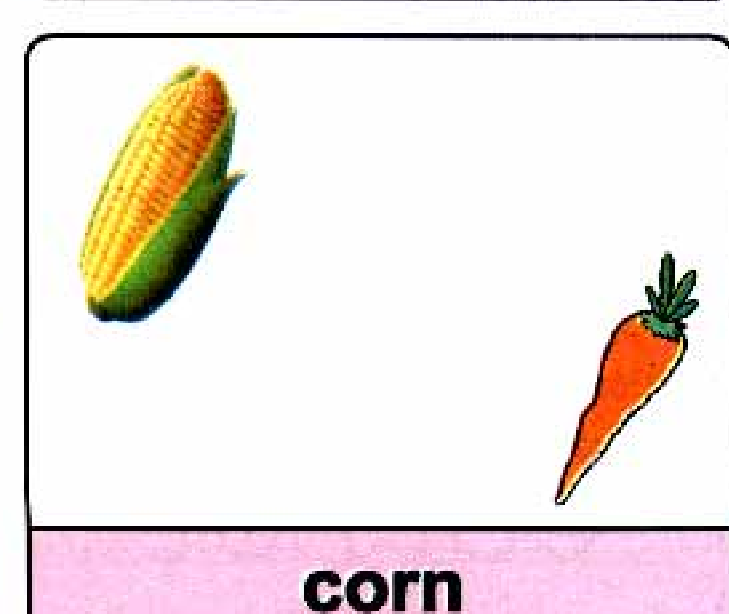
tomato



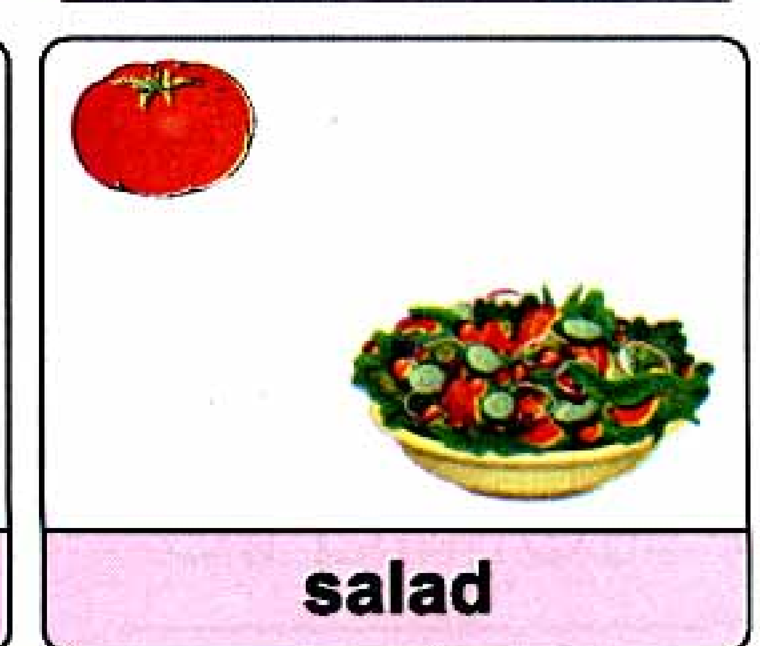
cucumber



lettuce



corn



salad

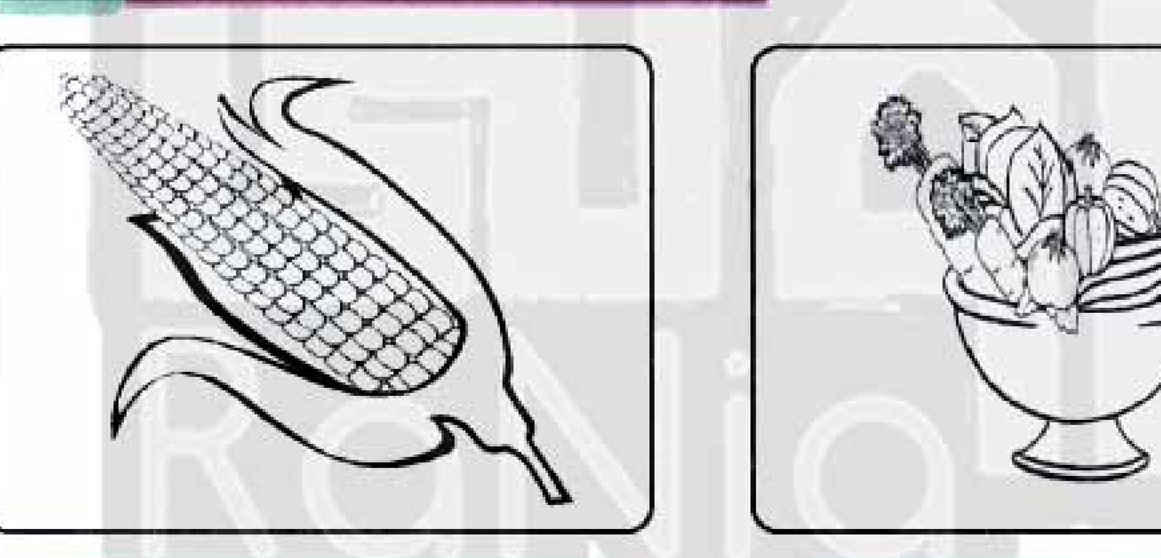
Unit 4

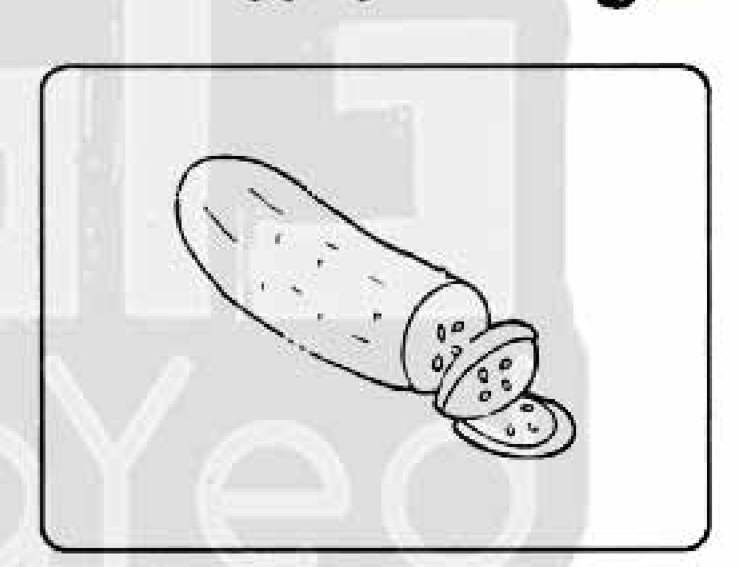
3 Look and tick (✓). أنظر و ضع علامة (✓).

	Yes	No
1) I can see a **carrot**.		
2) I can see a **tomato**.		
3) I can see a **cucumber**.		
4) I can see **salad**.		
5) I can see a **lettuce**.		
6) I can see a **corn**.		

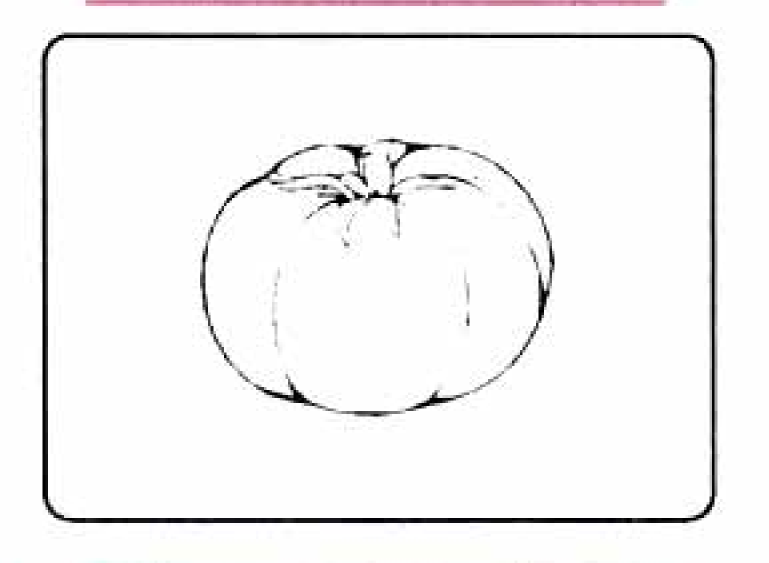


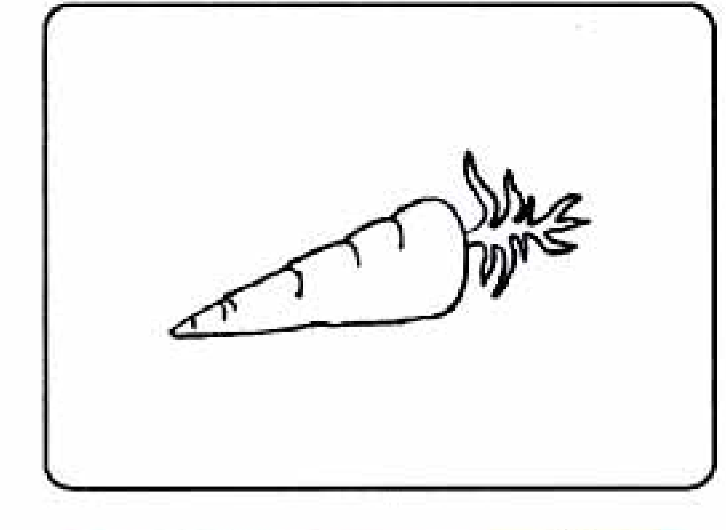
4 Trace and color. تتبع النقط و لون.

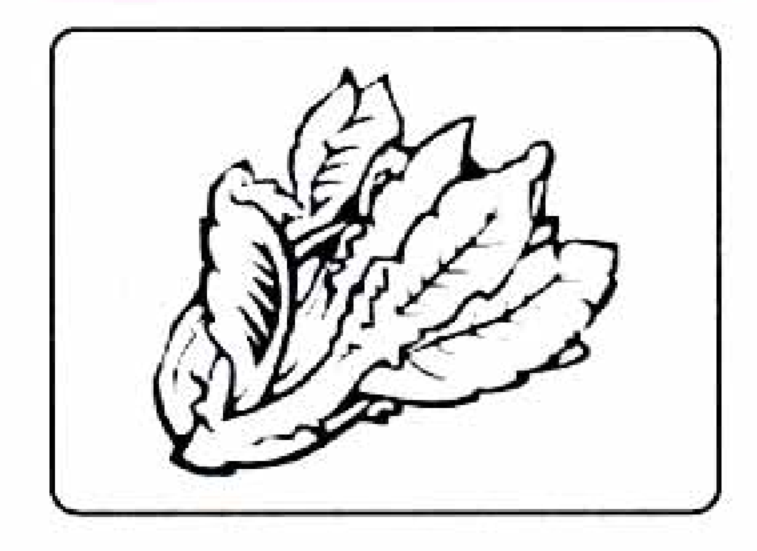




corn salad cucumber







tomato carrot lettuce

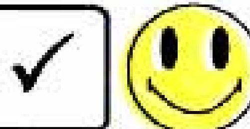
Lesson 2

Healthy or unhealthy?

Objectives SB P. (60) / AB P. (56)

- To differentiate between healthy and unhealthy food.

- للتفرقة بين الطعام الصحى والغير صحى.

Healthy food ✓

طعام صحى



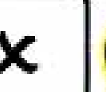
cucumber خيار



tomato طماطم



water ماء




Unhealthy food ×

طعام غير صحى



sweets حلوى



cola كولا



chocolate شيكولاته

Activities

1 Look and tick (✓).

أنظر و ضع علامة (✓).

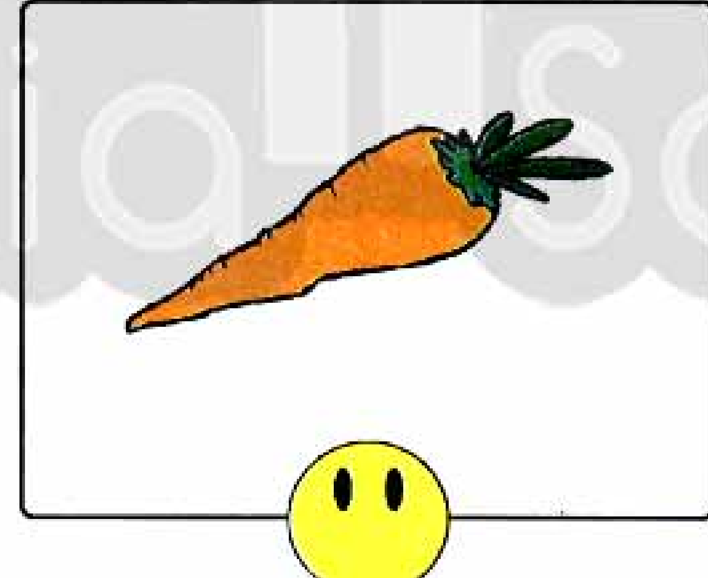
		Yes	No
1)	It is **healthy**.		
2)	It is **unhealthy**.		
3)	It is **healthy**.		
4)	It is **unhealthy**.		
5)	It is **healthy**.		
6)	It is **unhealthy**.		

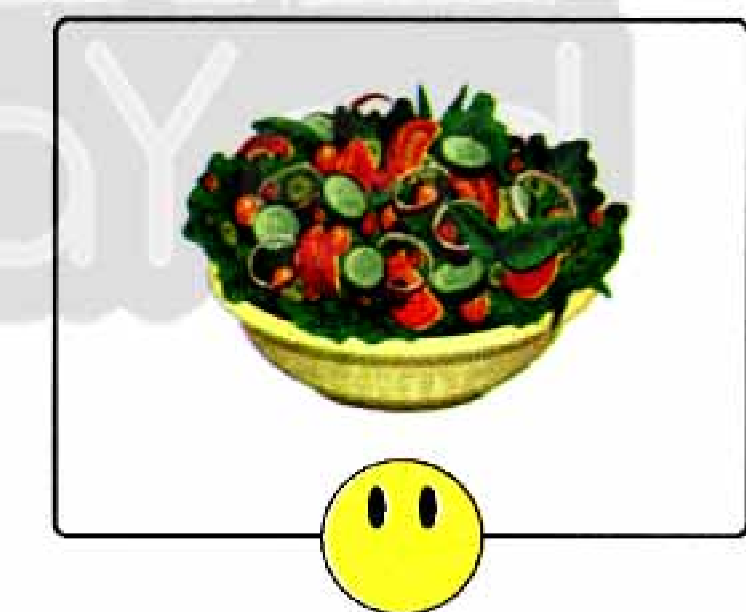


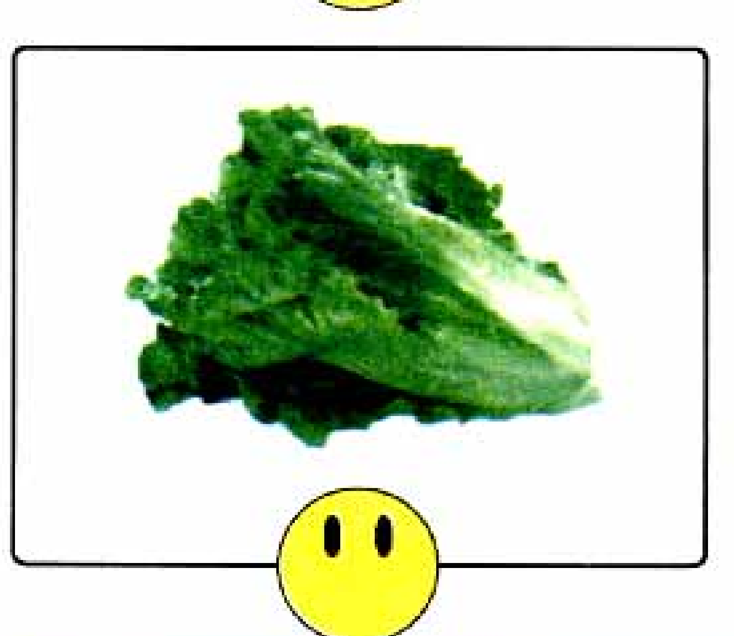
2 Look and draw 🙂 or ☹.

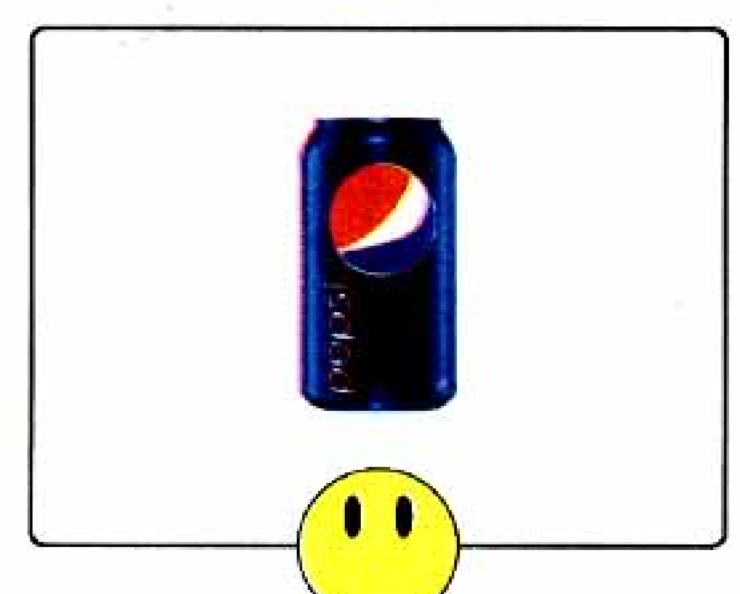
أنظر و أرسم ☹ أو 🙂 .







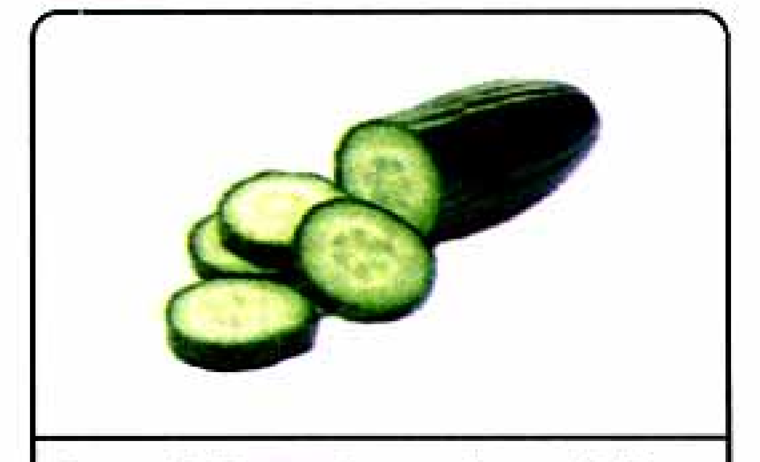






3 Look and circle.

أنظر و ضع دائرة حول الإجابة الصحيحة.


healthy / unhealthy


healthy / unhealthy


healthy / unhealthy


healthy / unhealthy


healthy / unhealthy


healthy / unhealthy

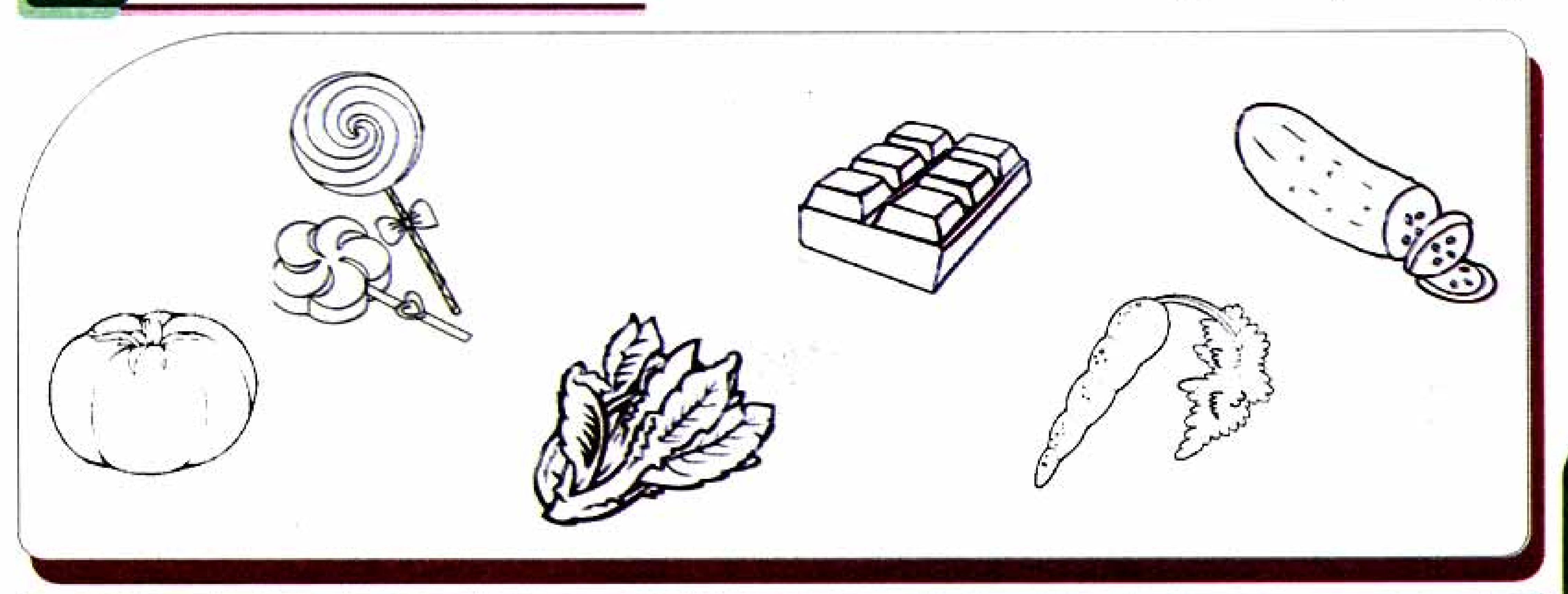

healthy / unhealthy



healthy / unhealthy

4 Color healthy food.

لون الطعام الصحى.



Lesson 3 Let's wash our hands!

Objectives SB P. (61) / AB P. (57)

- To follow the instructions of washing our hands. تعليمات غسل اليدين
- To reinforce the value of cleanliness. أهمية النظافة


eat يأكل


touch يلمس


cough كحة


wash يغسل

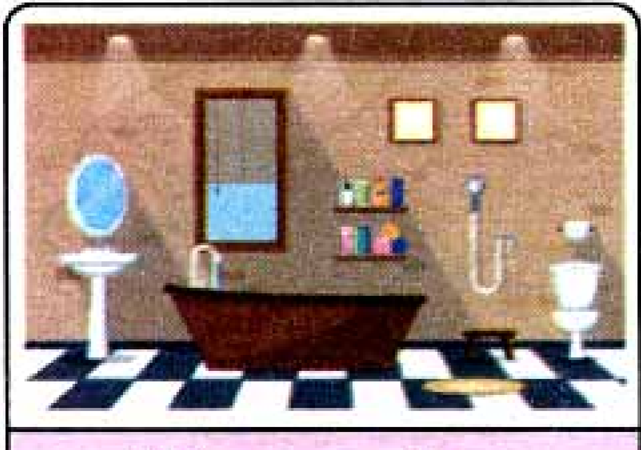
Let's wash our hands!

Before ..... قبل


We eat.


We touch a baby.


After ..... بعد


We use the bathroom.


We touch animals.


We cough.



Activities

1 Look and tick (✓). أنظر و ضع علامة (✓).

We wash our hands Before نحن نغسل أيدينا قبل.


We use the bathroom. ( )


We eat. ( )


We touch a baby. ( )

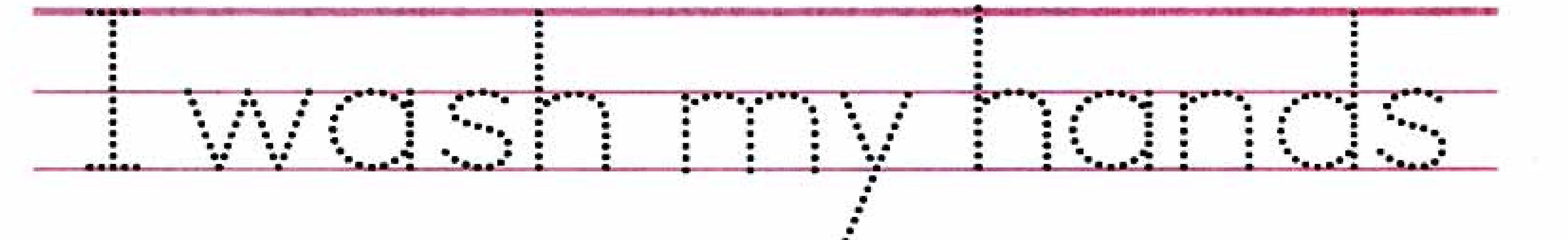
We wash our hands After نحن نغسل أيدينا بعد.


We cough. ( )


We eat. ( )


We touch animals. ( )

2 Trace. تتبع.



Lesson 4

Is it water?
(Connect with science)

Objectives SB P. (62 – 63) / AB P. (58 – 59)

- To talk about ways to see water. – أين نرى الماء.
- To reinforce the importance of water in our life. – أهمية الماء فى حياتنا.
- To reinforce the importance of rain and the sun for plants. – أهمية المطر و الشمس للنبات.



Note

- The **sun** and **rain** are good for (corn). الشمس والمطر مهم للذرة.



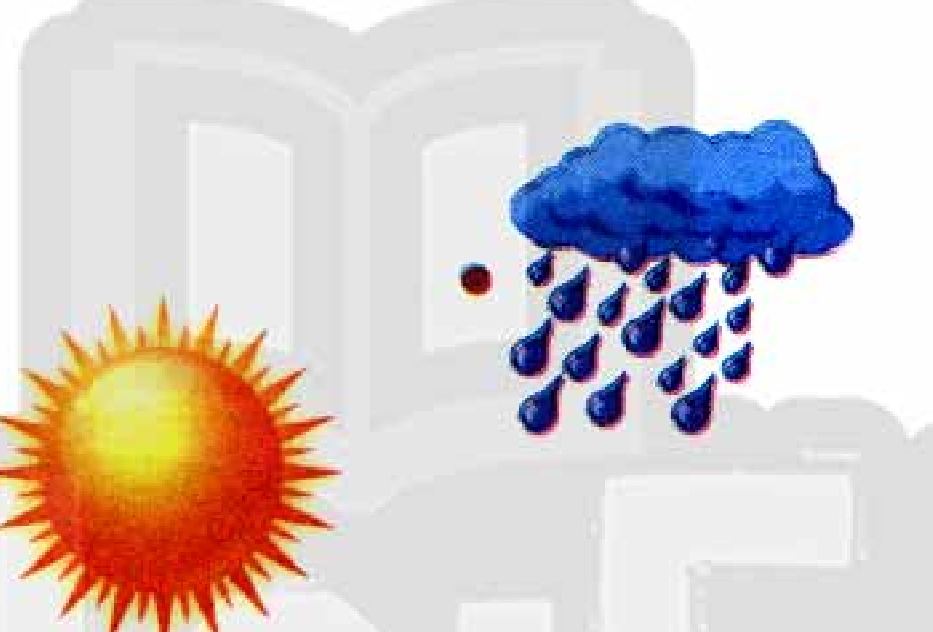




Activities

1 Match. صل.

1) The sun
2) rain
3) cloud
4) sea
5) puddle
6) water





2 Look and circle. أنظر و ضع دائرة حول الإجابة الصحيحة.

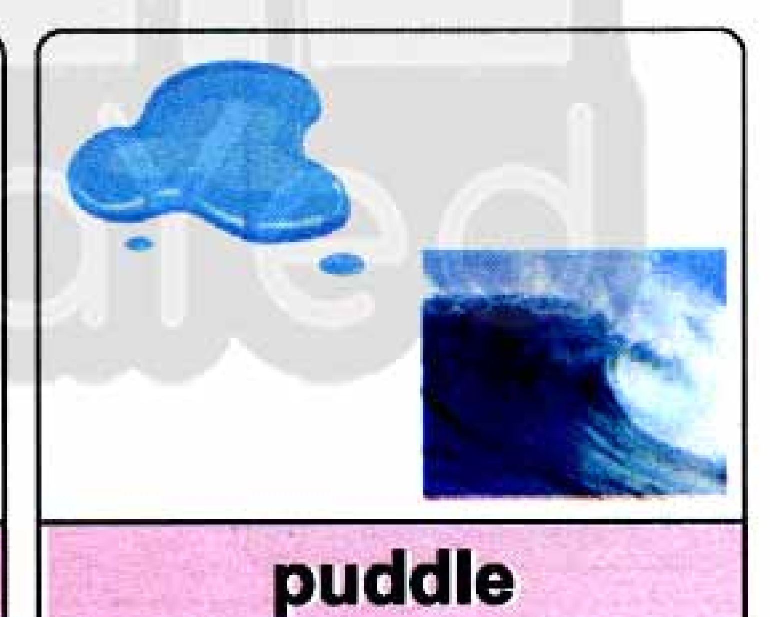




The sun



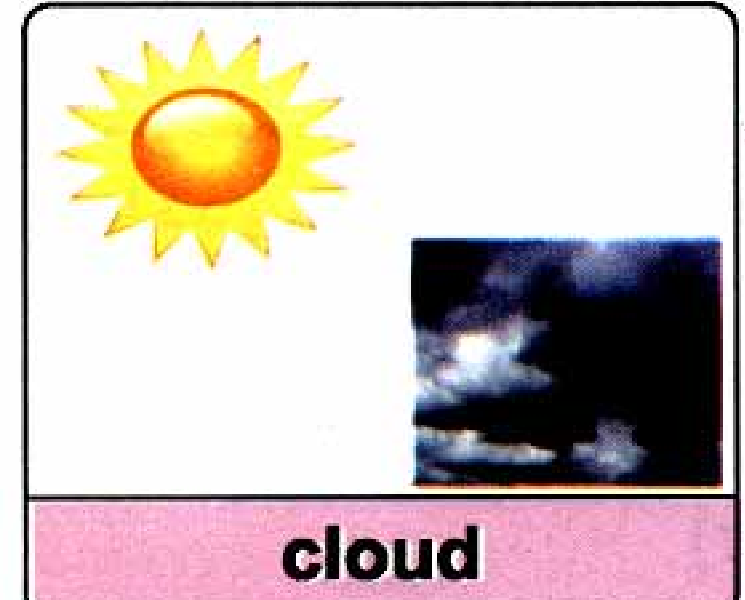
rain



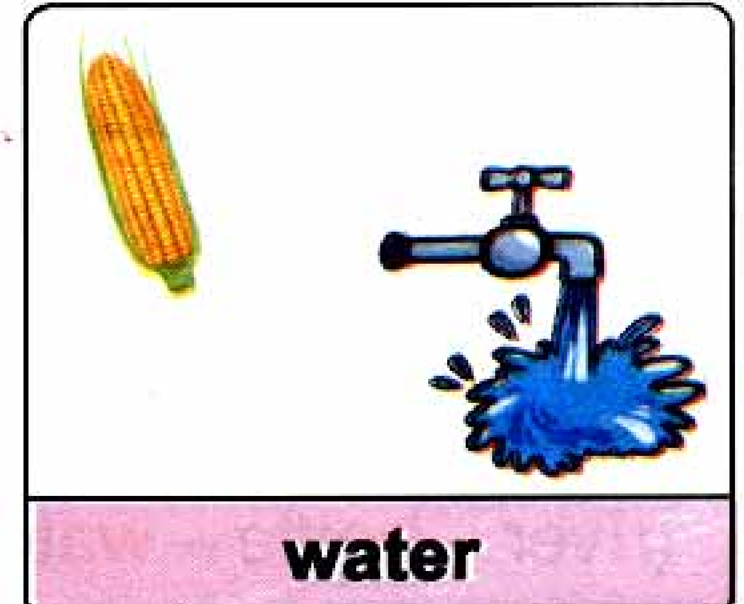
puddle



sea



cloud



water



Lesson 5
Living or Non-living?

Objectives SB P. (64) / AB P. (60)

- To use vocabulary for living and non-living things.
- To differentiate between living and non-living things.



Note

- One syllable. هناك كلمات تتكون من مقطع واحد ويراعى هذا عند النطق.
  (fish – frog – duck)
- Two syllable. هناك كلمات ذات مقطعين ويراعى هذا عند النطق.
  (river – bottle – water)

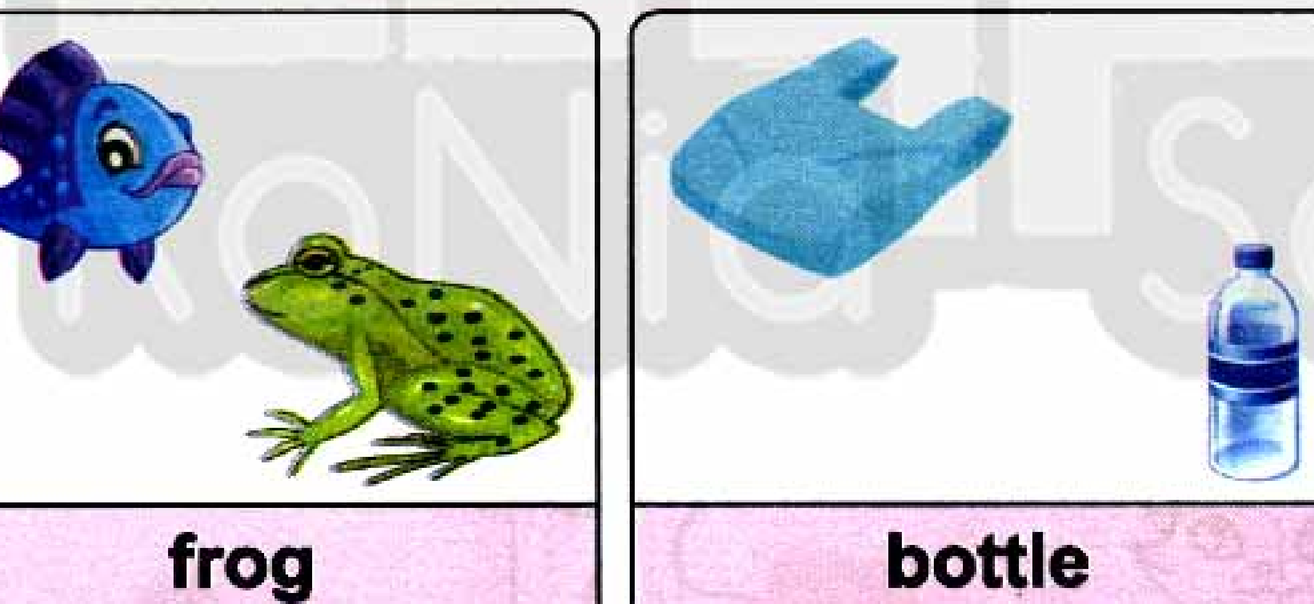
Activities

1 Match. صل.

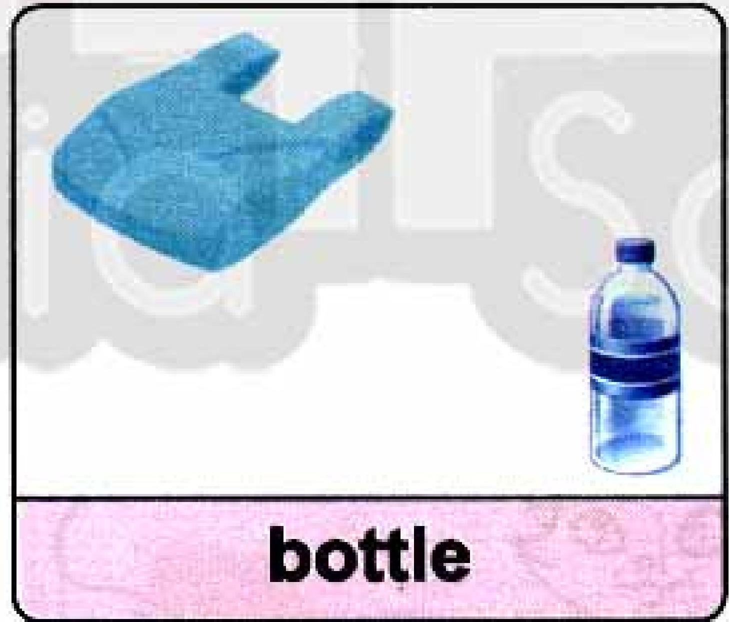
1) duck •
2) frog •
3) river •
4) fish •
5) bottle •
6) water •



2 Look and circle. أنظر و ضع دائرة حول الإجابة الصحيحة.



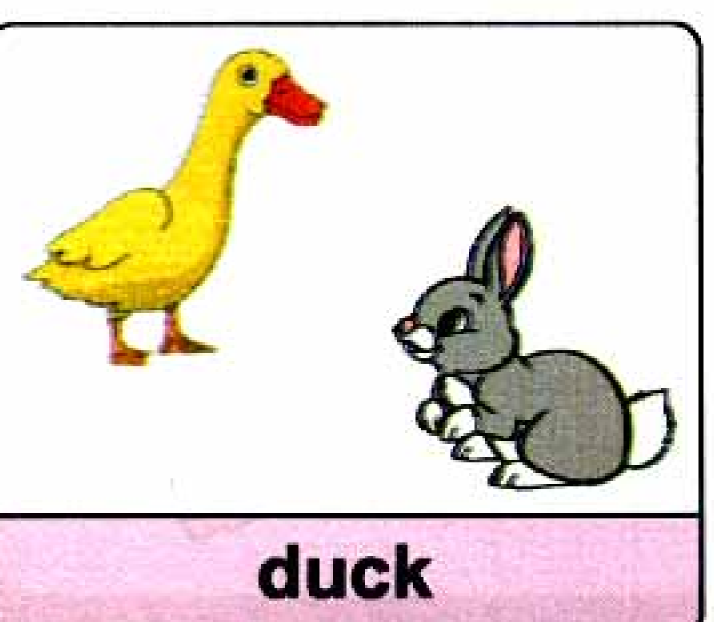
frog



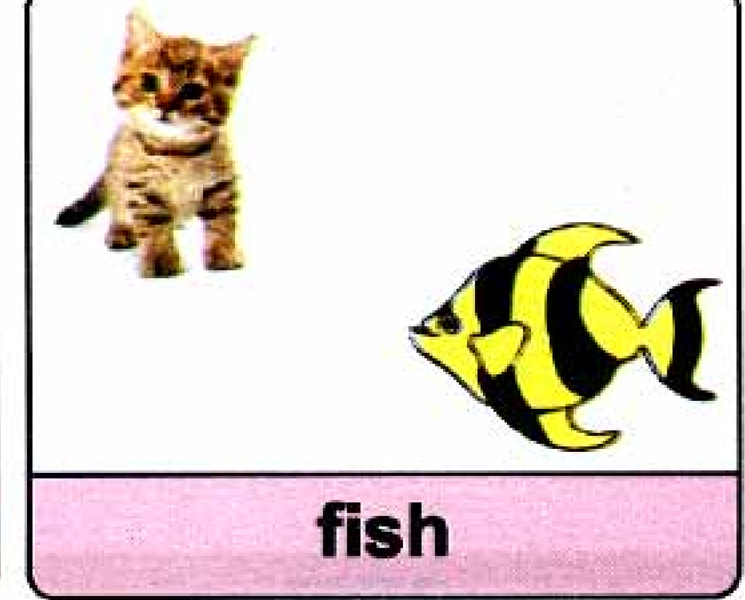
bottle



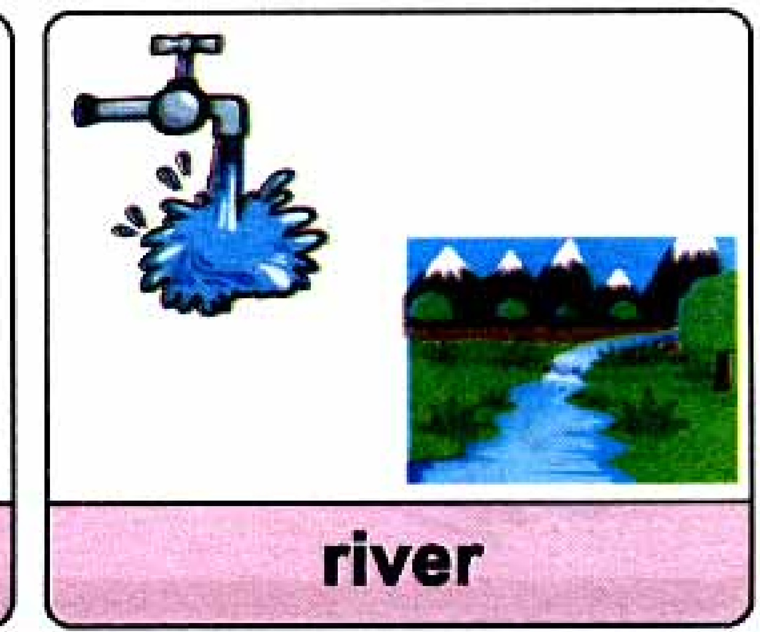
water



duck



fish

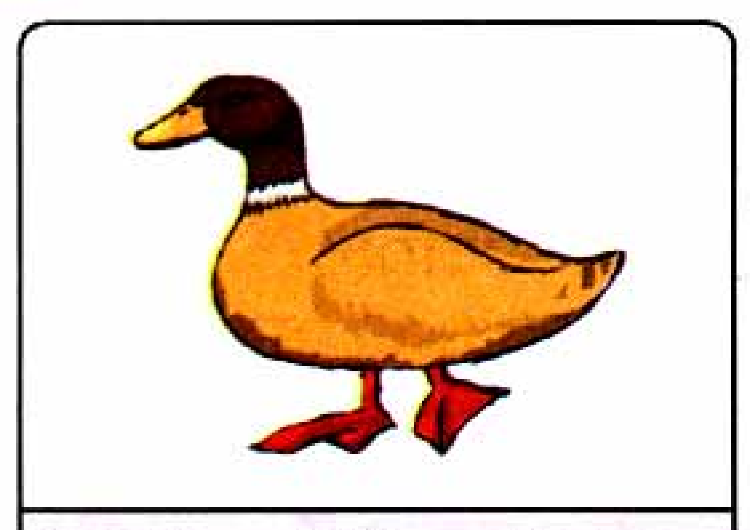


river

3 Look and circle.

أنظر و ضع دائرة حول الإجابة الصحيحة.


Living / Non-living


Living / Non-living



Living / Non-living

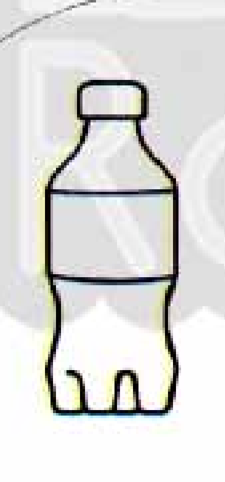

Living / Non-living

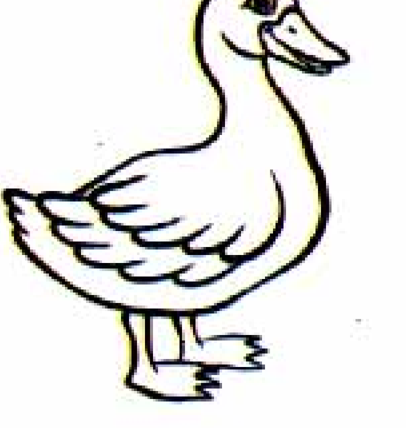
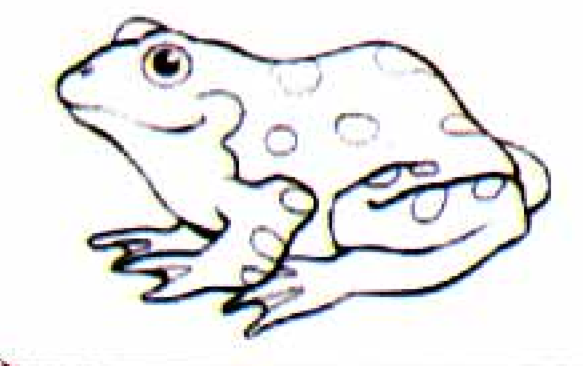
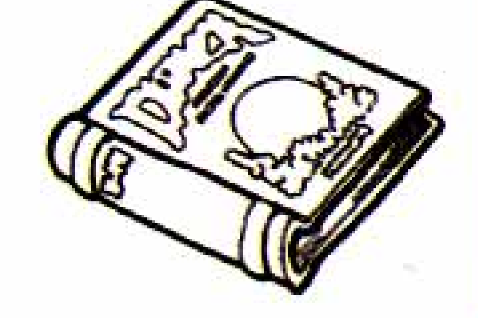

Living / Non-living


Living / Non-living

4 Color living things.

لون الأشياء الحية.



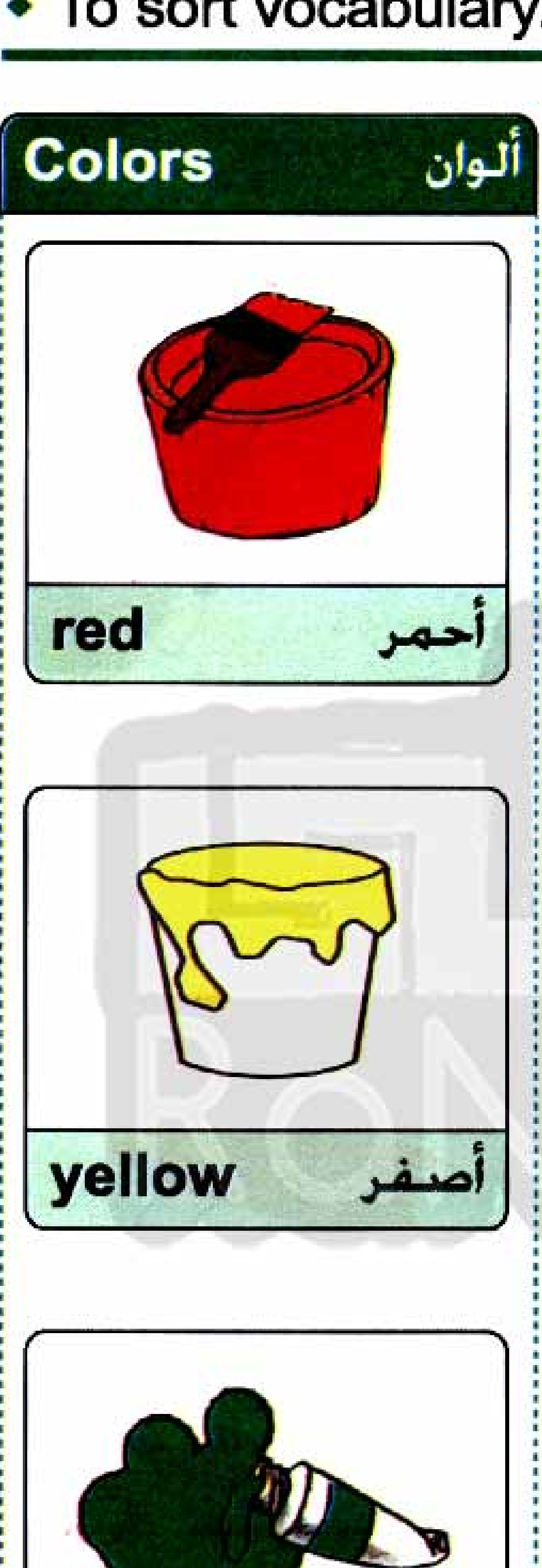


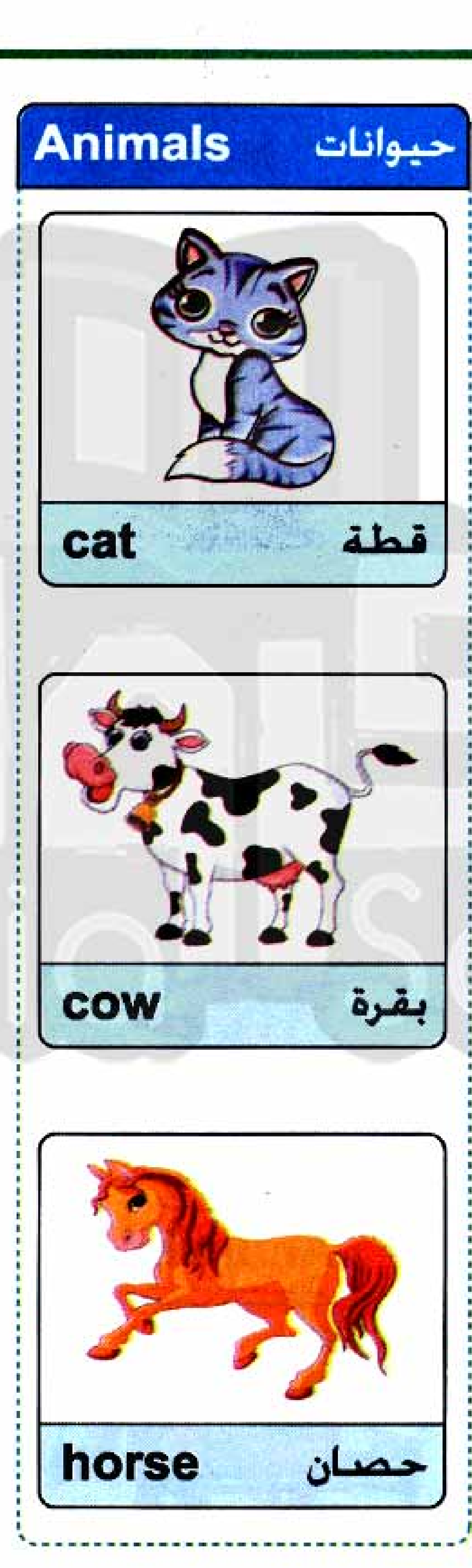
Lesson 6

Sorting

Objectives SB P. (65) / AB P. (61)

- To revise vocabulary learnt before.
- To sort vocabulary.







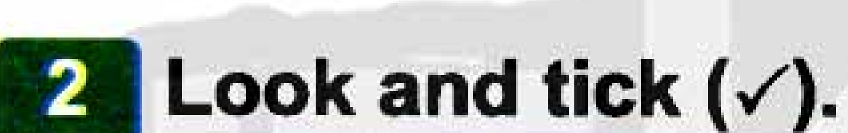


Activities

1 Match. صل.

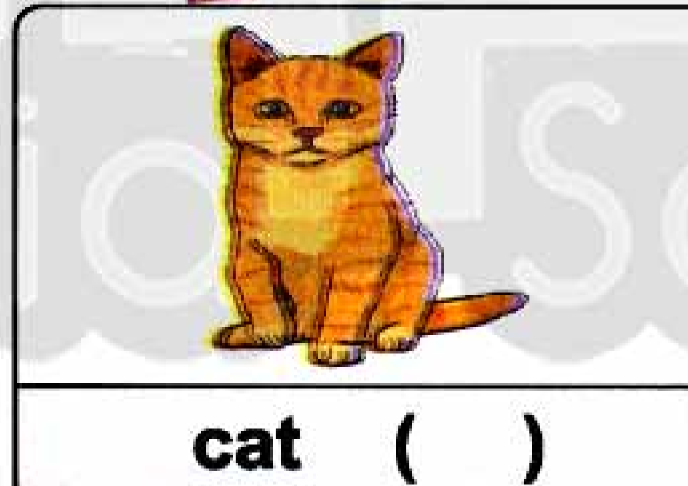
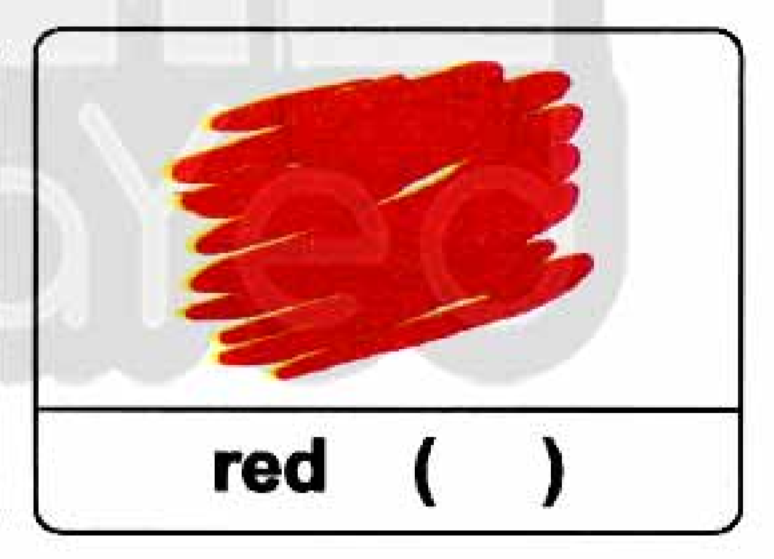
1) red
2) yellow
3) apple
4) cake
5) cat
6) cow



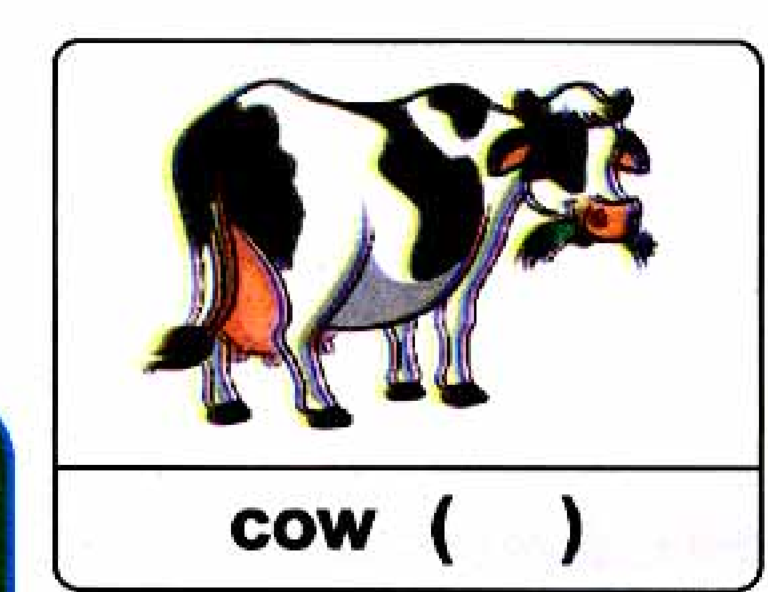
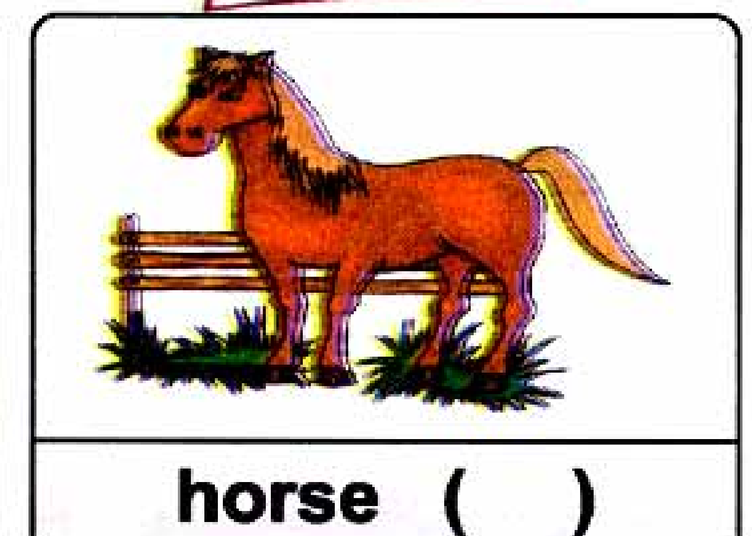
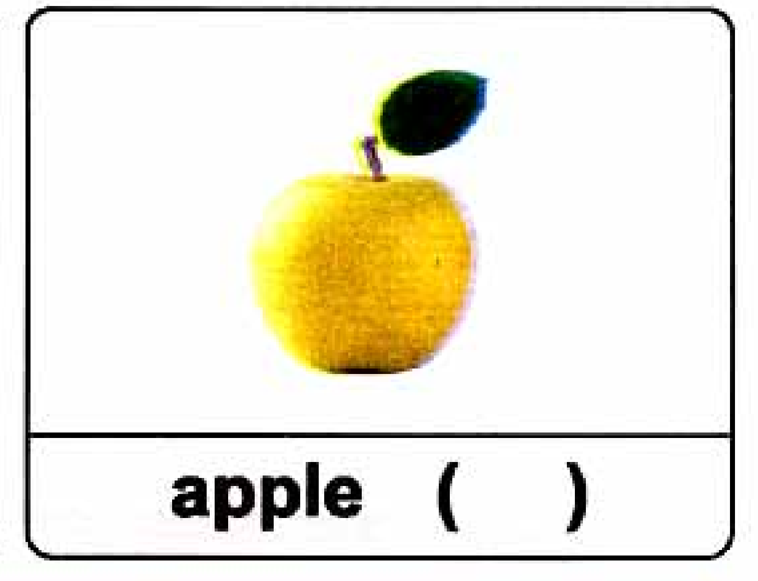
2 Look and tick (✓). أنظر و ضع علامة (✓).

Colors

yellow ( )	cat ( )	red ( )

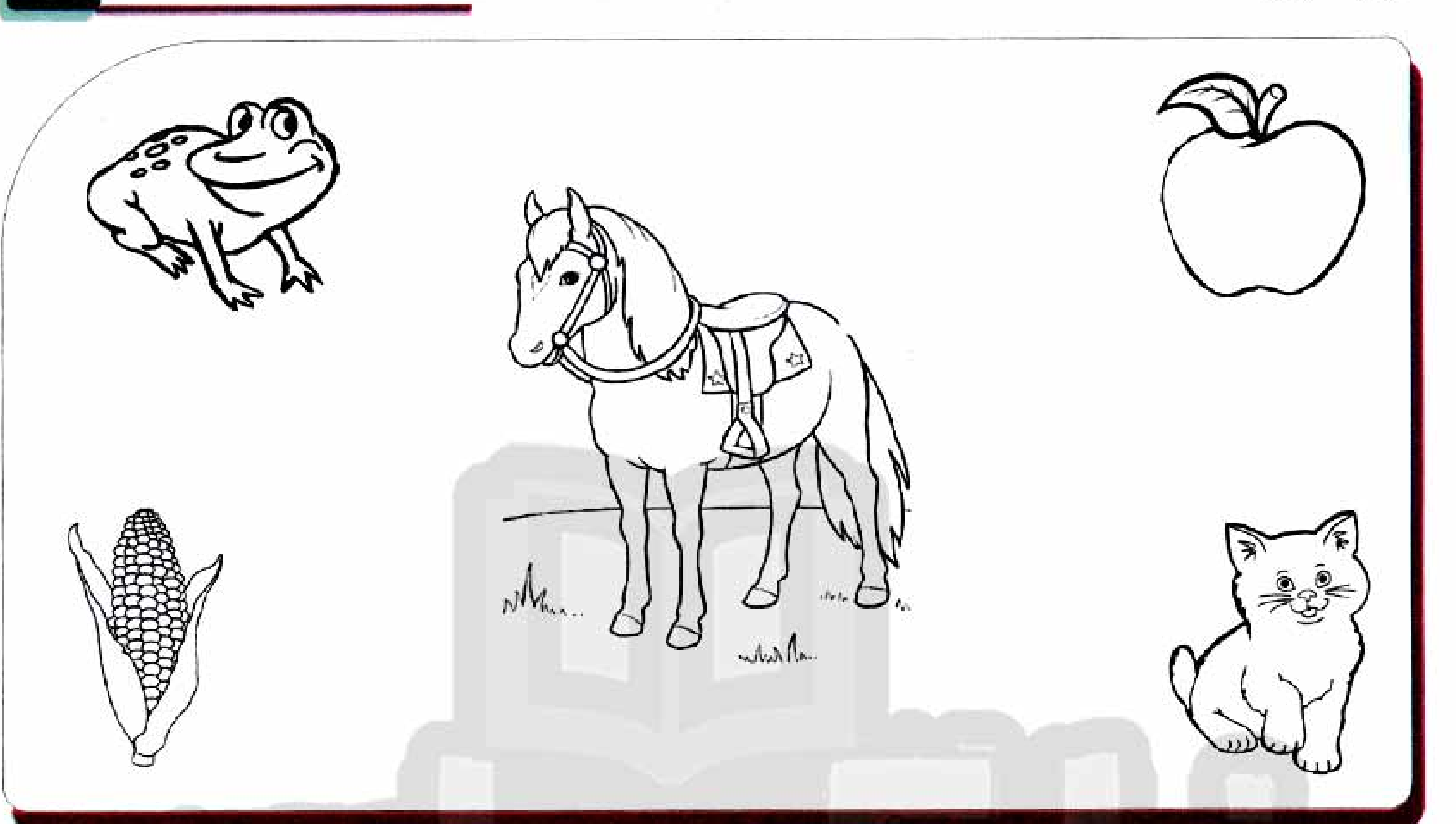
Animals

cow ( )	horse ( )	apple ( )

3 Color animals.

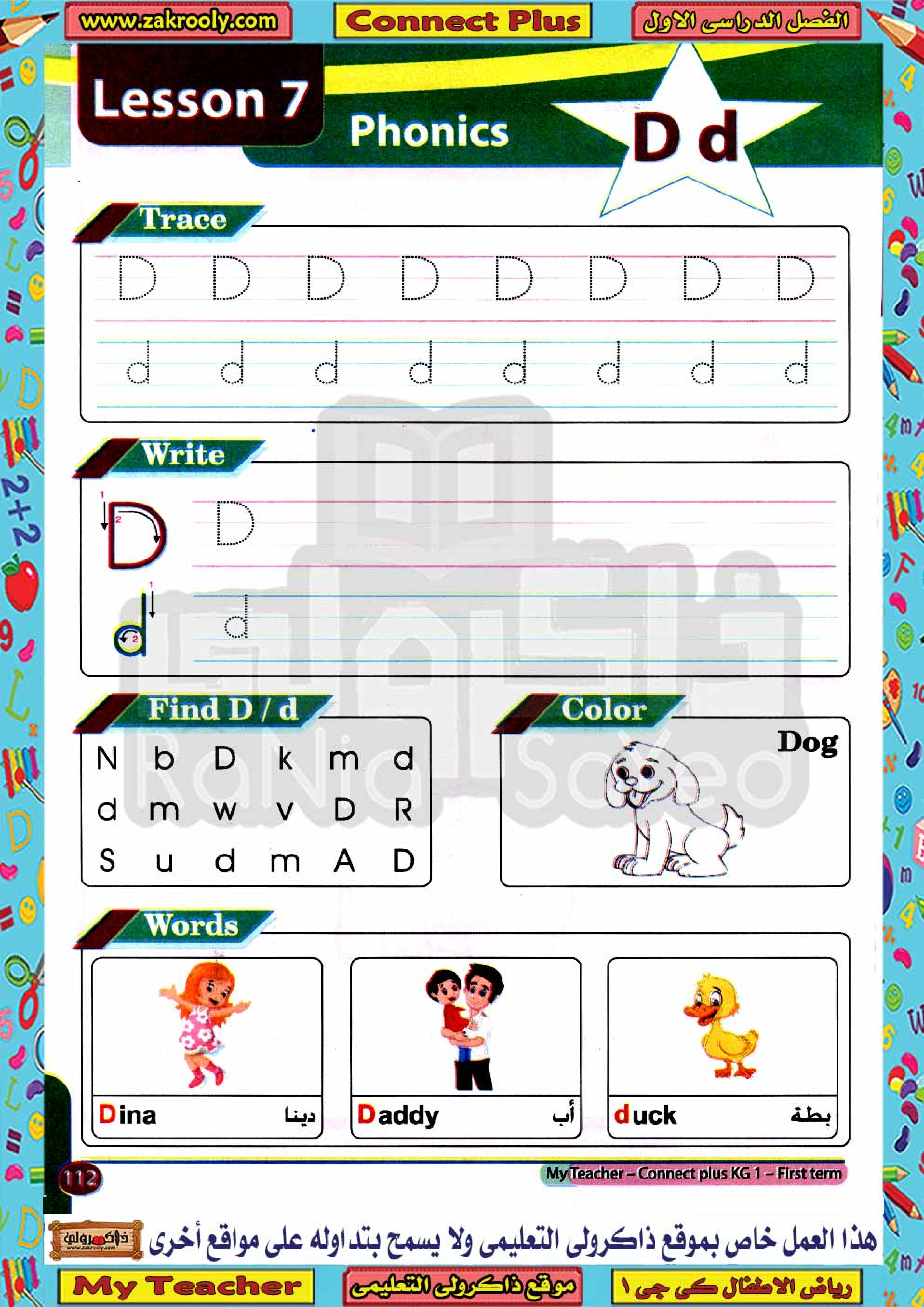
لون الحيوانات.



4 Color food.

لون الطعام.





Lesson 7

Phonics

D d

Trace

D D D D D D D D

d d d d d d d d

Write

D

d

Find D / d

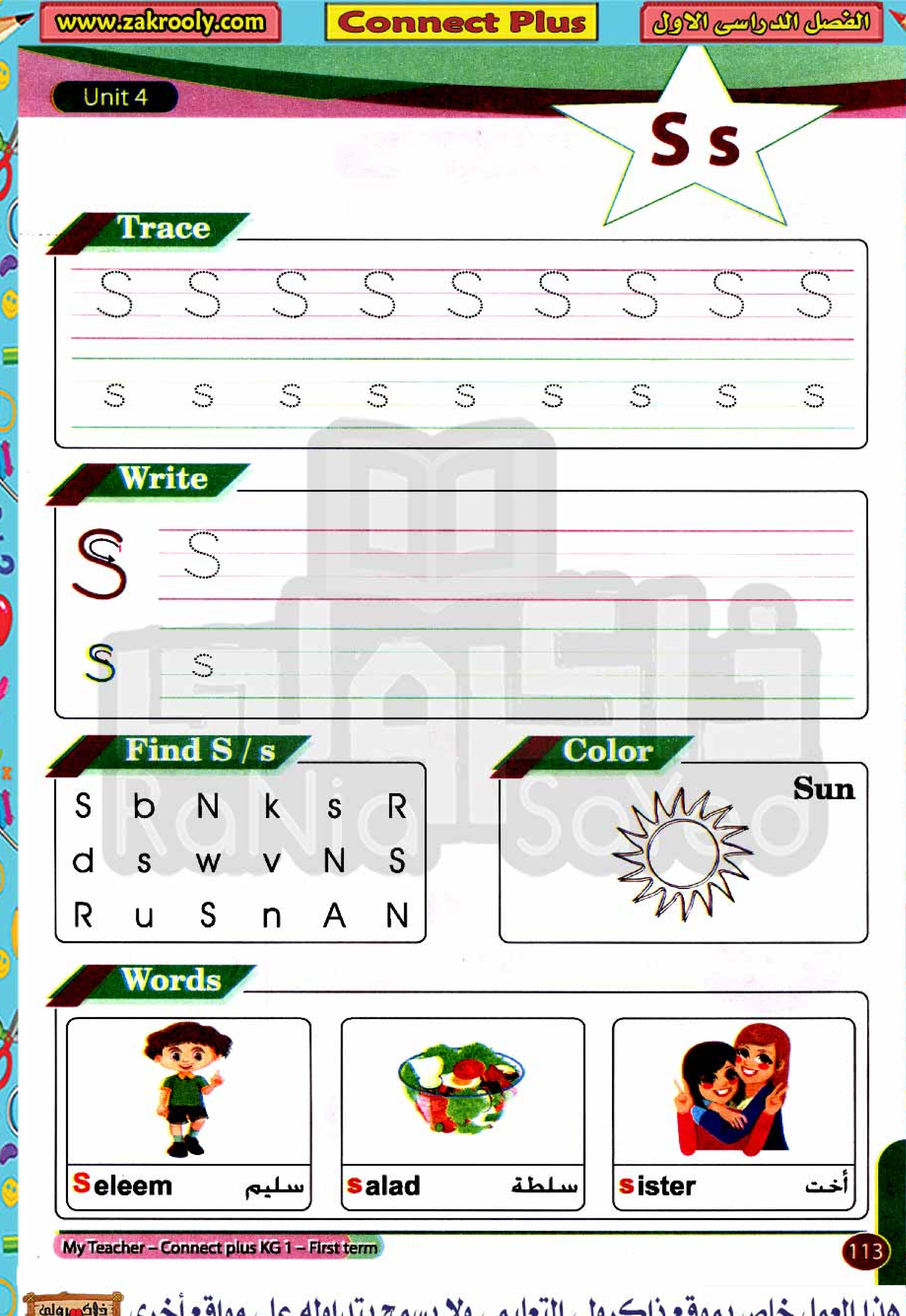
N	b	D	k	m	d
d	m	w	v	D	R
S	u	d	m	A	D

Color

Dog

Words

Dina	دينا
Daddy	أب
duck	بطة



Unit 4

S s

Trace

S S S S S S S S S

s s s s s s s s s

Write

S S

s s

Find S / s

S	b	N	k	s	R
d	s	w	v	N	S
R	u	S	n	A	N

Color

Sun

Words

Seleem سليم	salad سلطة	sister أخت

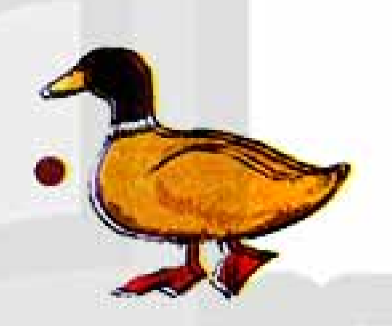
Activities

1 Match. صل.

1) daddy
2) duck
3) dog
4) sun
5) sad
6) six









2 Circle the letter. ضع دائرة حول الحرف الصحيح.

1 d / s uck

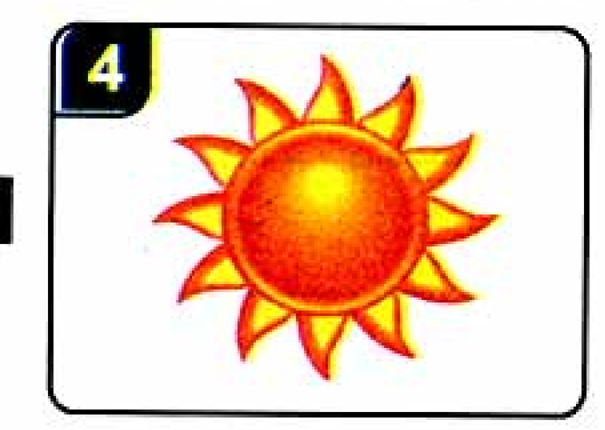


2 d / s og

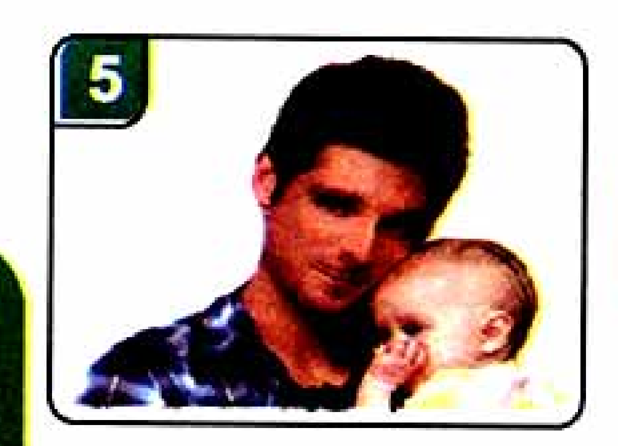




3 d / s alad



4 d / s un



5 d / s addy

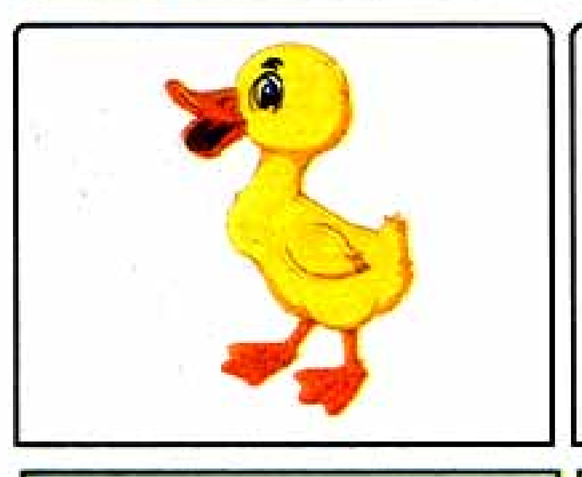
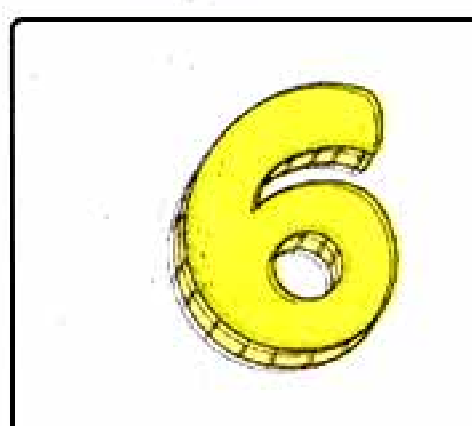
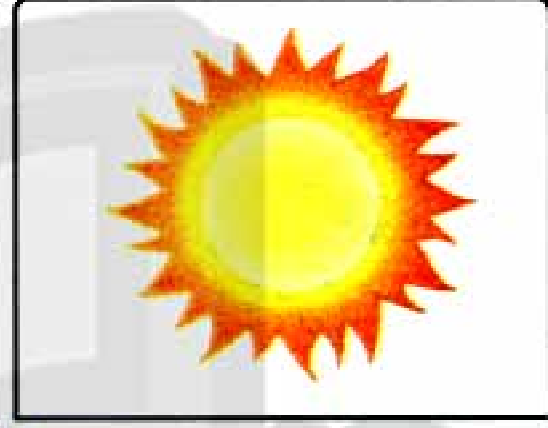


6 d / s ister



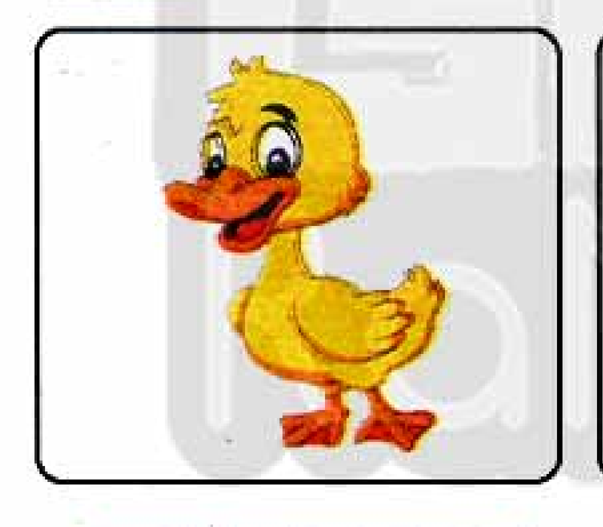
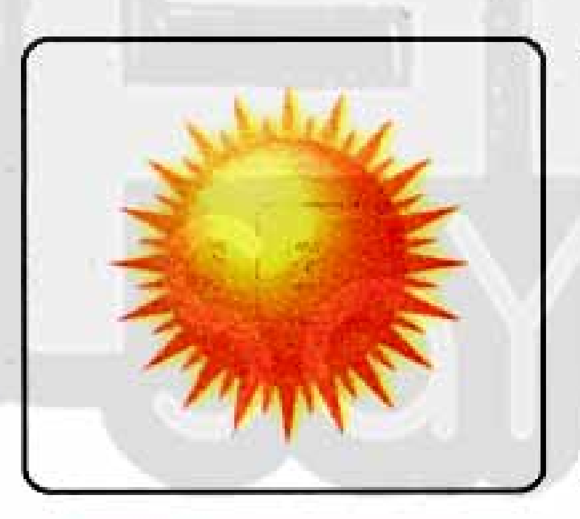
3 Put s or d.

ضع s أو d.

			
– uck	– og	– addy	– alad
			
– ix	– ister	– un	han –

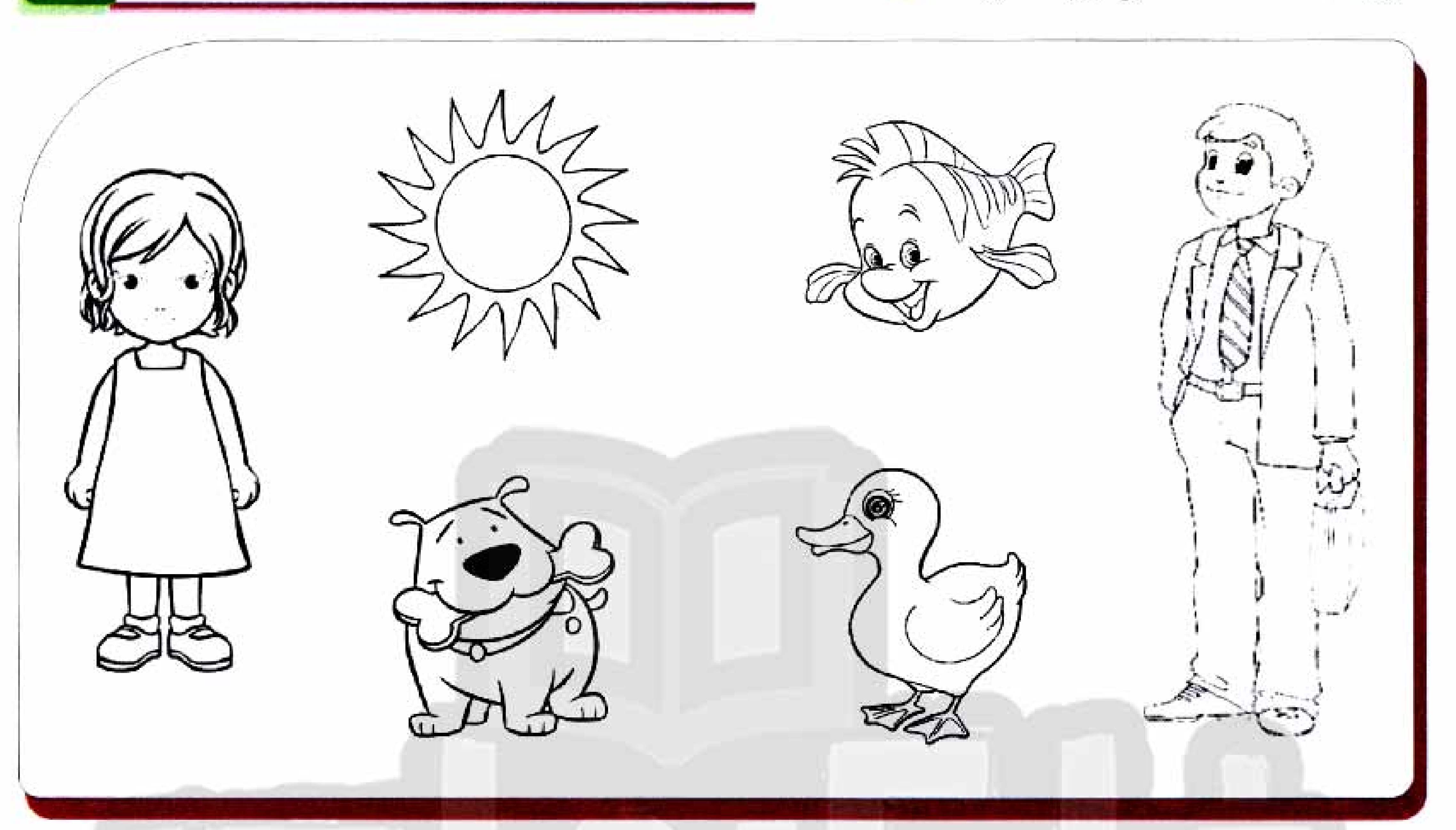
4 Trace.

تتبع.

			
duck	dog	sun	six
duck	dog	sun	six
duck	dog	sun	six

5 Color words that have /d/.

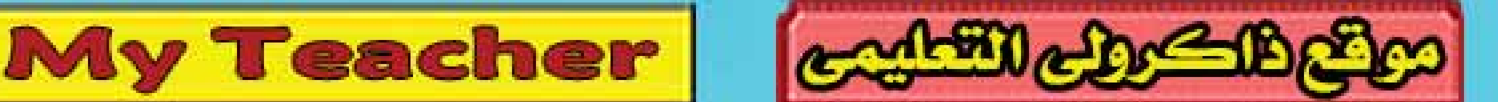
لون الكلمات التى بها حرف/ d /.



6 Color words that have /s/.

لون الكلمات التى بها حرف/ s /.





Lesson 8

What color is it?
(Connect with Art)

Objectives SB P. (68) / AB P. (64)

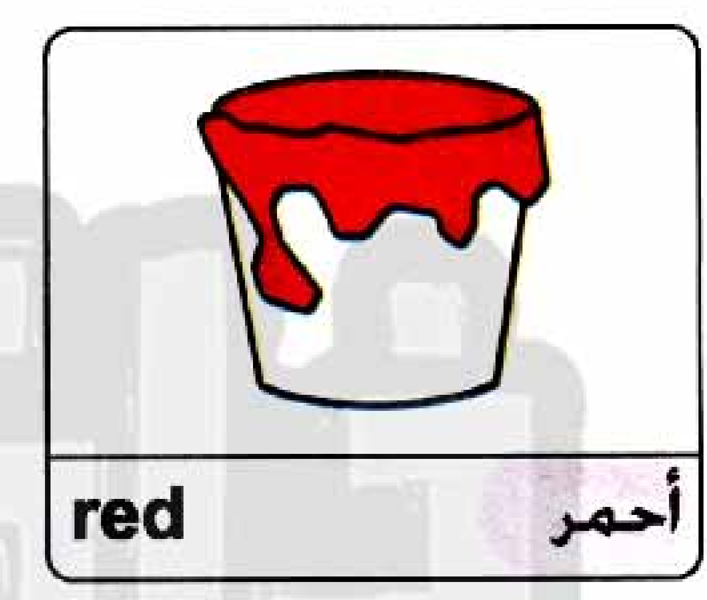
- To revise vocabulary for colors. – للتعرف على الألوان.
- To ask and answer question "**What color is it**?" – ما هذا اللون.
- To use colors to describe things. – استخدام الألوان لوصف الأشياء.






orange برتقالى

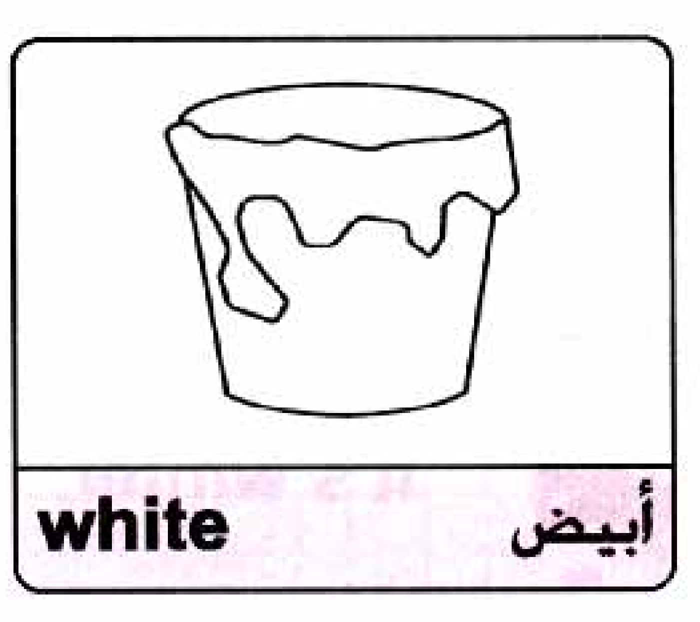

blue أزرق

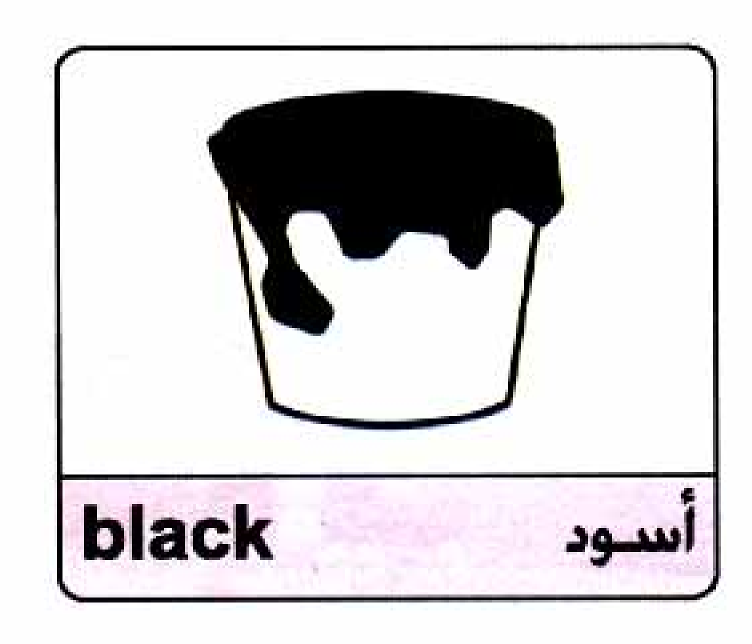

red أحمر

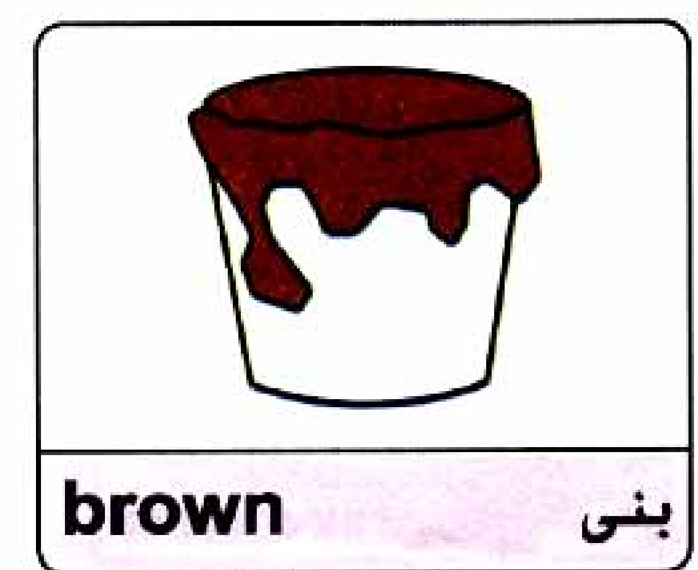

yellow أصفر


green أخضر


gray رمادى


white أبيض

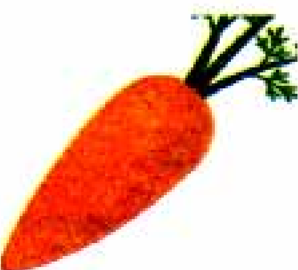

black أسود


brown بنى

Language Use

1 • What color is it? — للسؤال عن لون شئ (ما لونها):

What color is it?



It's orange.



What color is it?



It's red.



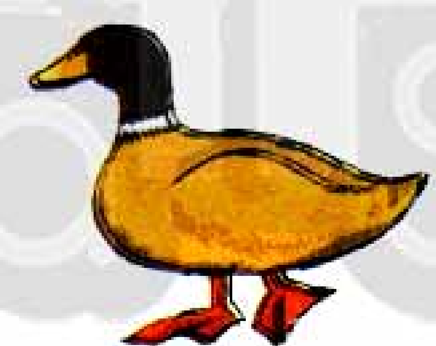
What color is it?



It's yellow.



It's a duck.
What color is it?



It's brown.







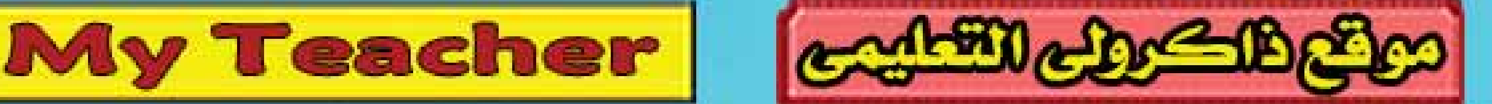
It's summer.





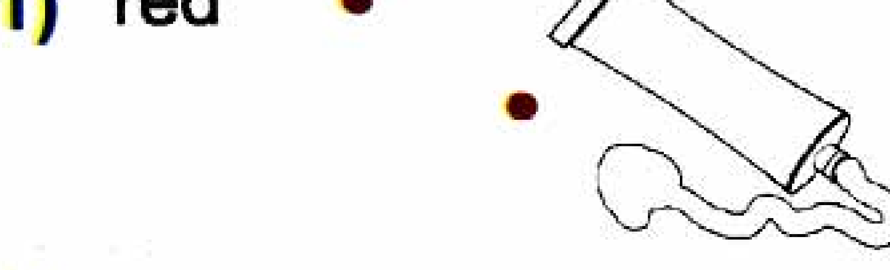


It's winter.



Activities

1 Match. صل.



1) red •

2) yellow •



3) green •

4) gray •





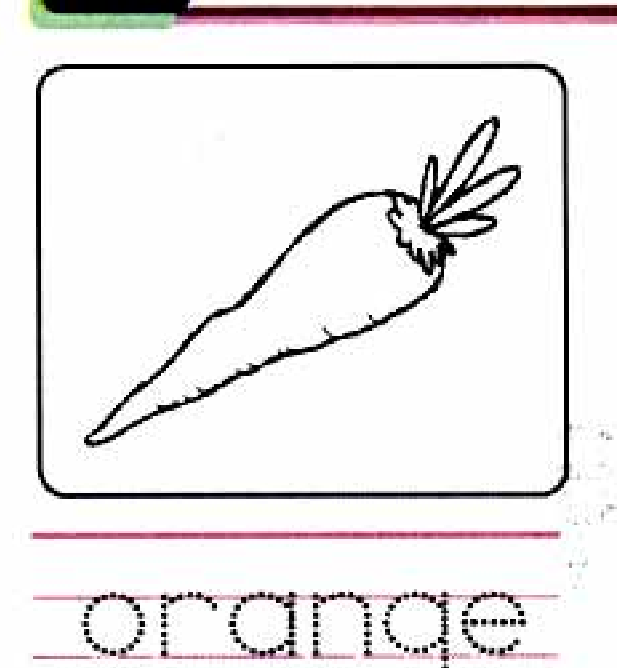
5) brown •



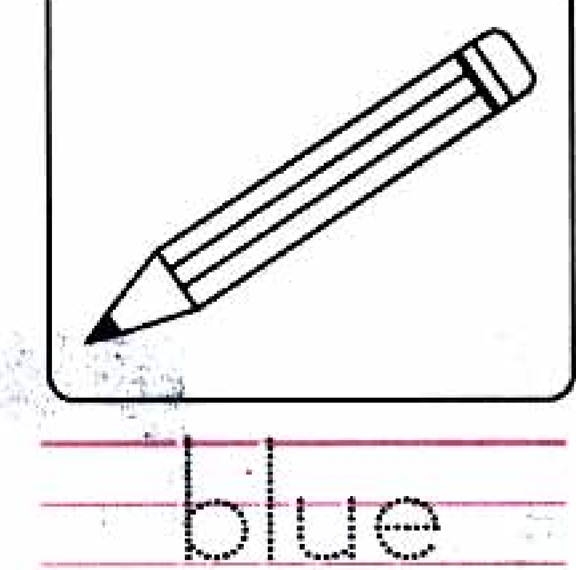
6) white •



2 Trace and color. تتبع النقط و لون.



orange

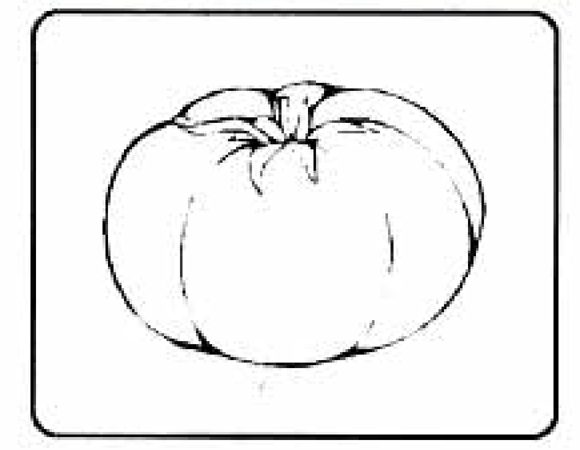


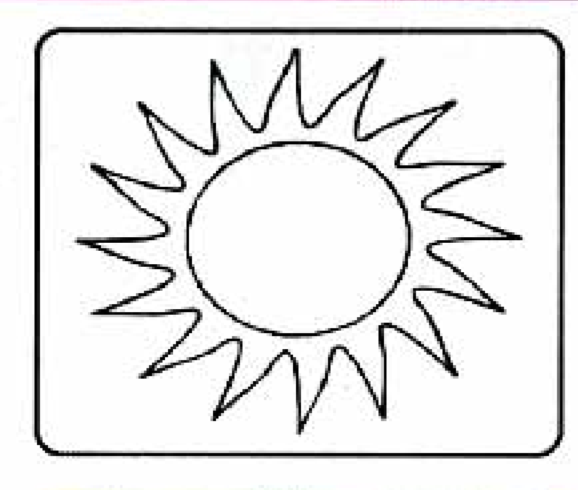
blue

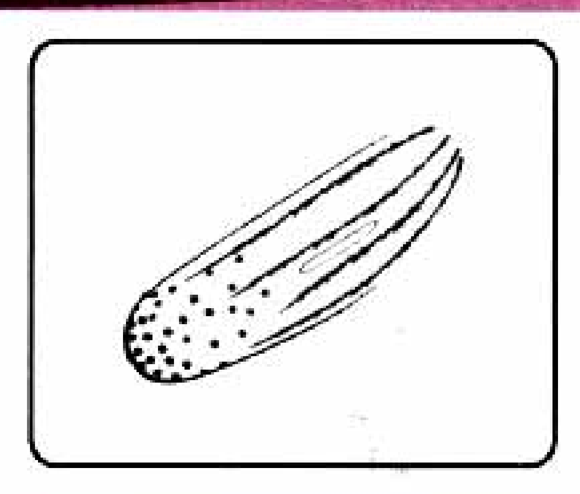


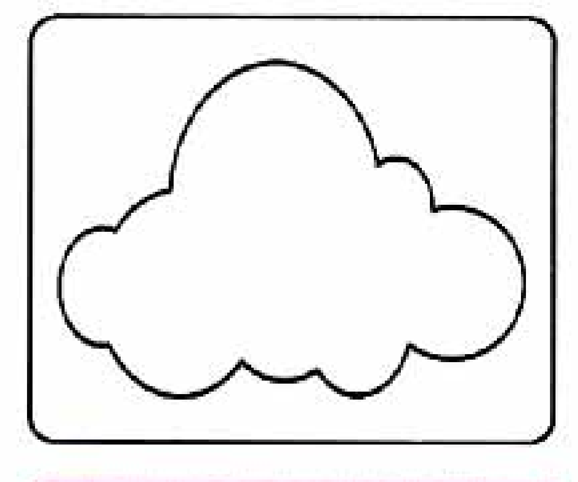
brown

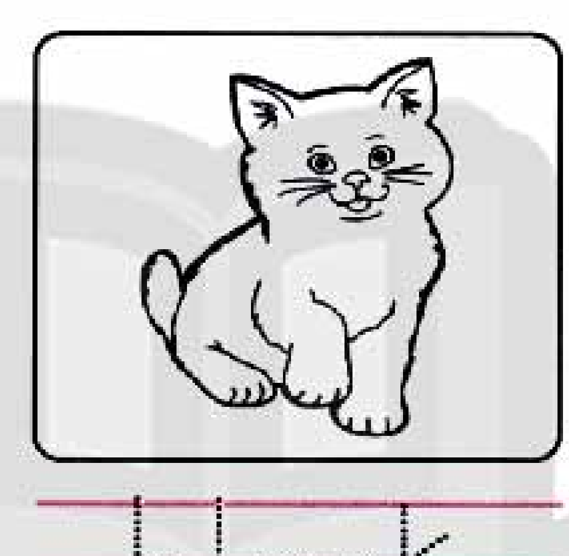


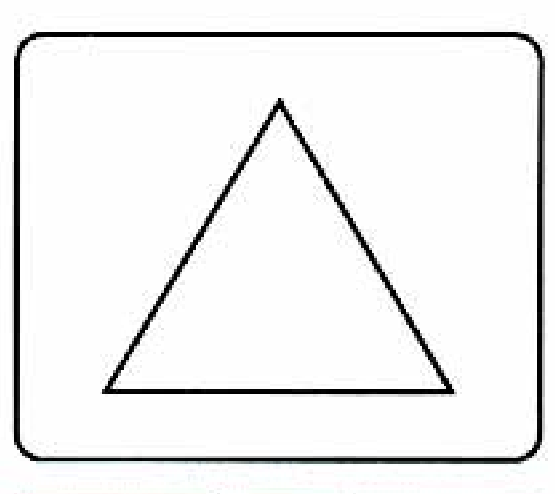

red


yellow


green

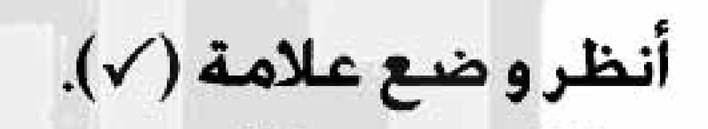

gray

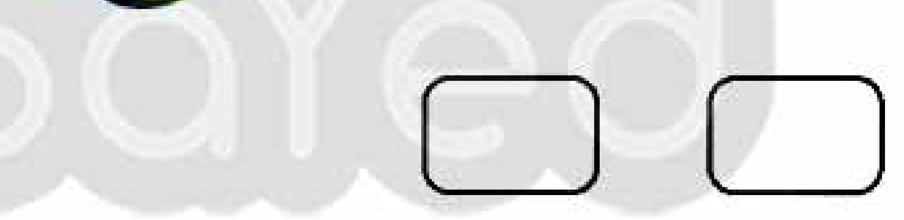
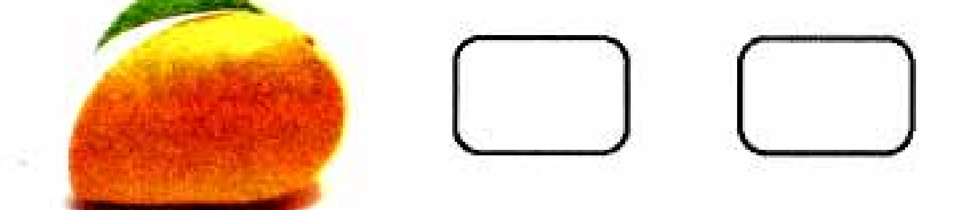
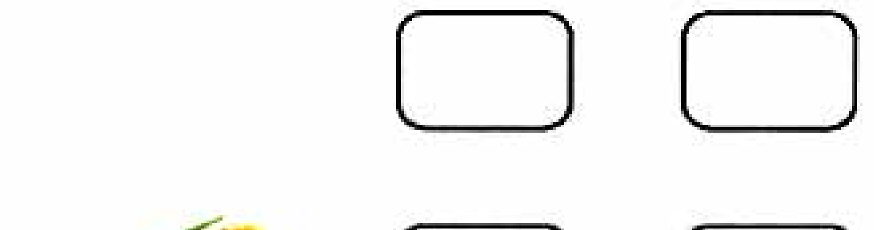
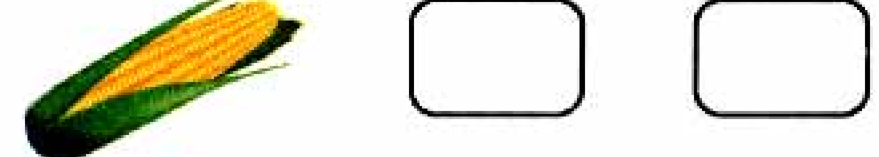

black


white

3 Look and tick (✓).

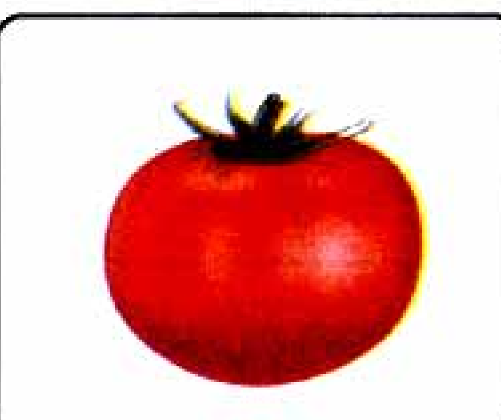
أنظر و ضع علامة (✓).

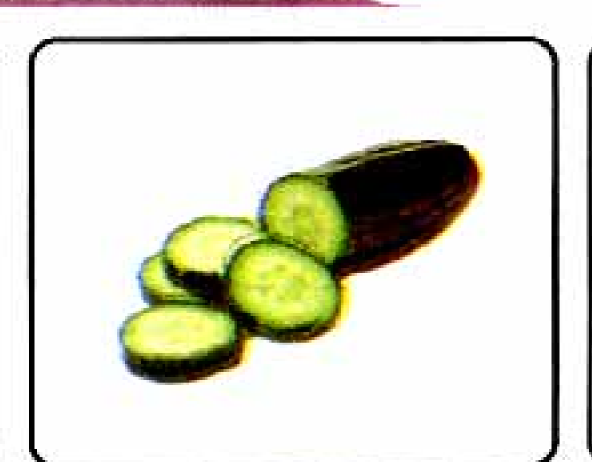


		Yes	No
1) It's green.			
2) It's white.	  		
3) It's red.			
4) It's brown.	 		
5) It's gray.			
6) It's yellow.			

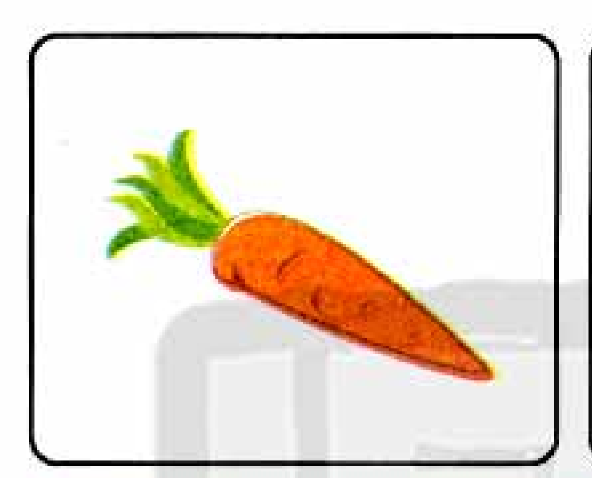
Writing corner


salad


tomato


cucumber


corn


carrot


lettuce


dog

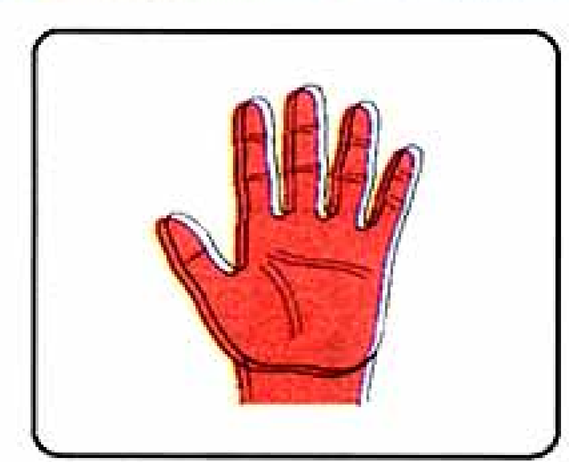

duck

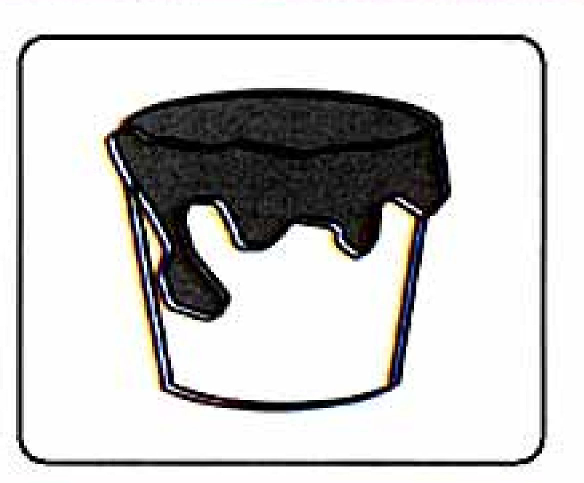

cloud


rain

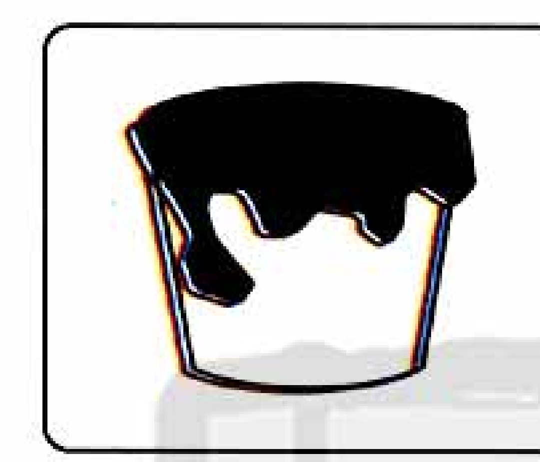
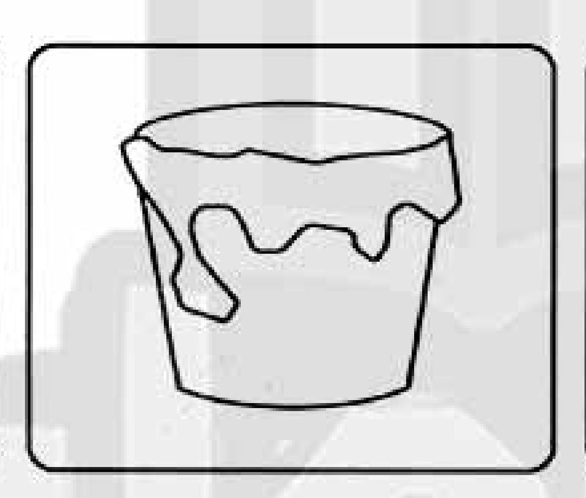

sea

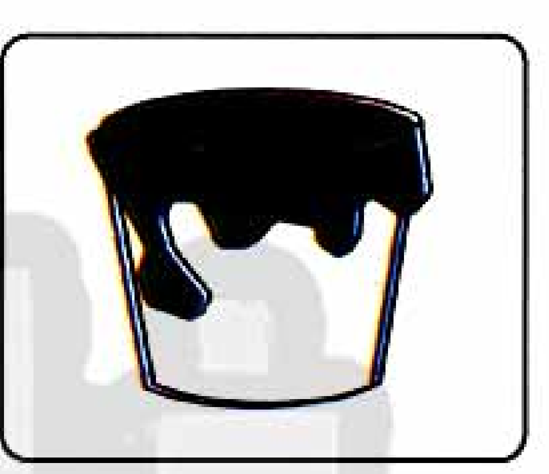

puddle



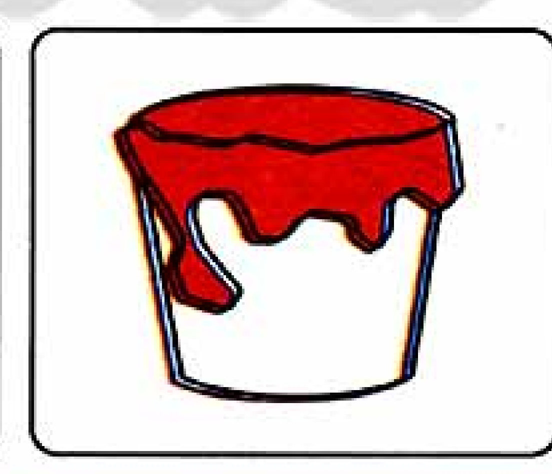



hand daddy Dina gray



black white red green



blue orange brown yellow

The Boys and the Frogs



Story



This is Seleem. This is Mazen.
هذا سليم - هذا مازن



Let's **play**! دعنا نلعب



Look! It's a **pond**!
انظر. إنها (البركه) البحيرة.



I can see **water**. أنا أستطيع أن أرى الماء.
I can see **flowers**. أنا أستطيع أن أرى الأزهار.



We are **happy frogs**.
نحن ضفادع سعداء.



We like our **pond**.
نحن نحب (بركتنا) بحيرتنا.

Story



This is **fun**! هذا مرح (ممتع).



We are **sad** frogs.
نحن ضفادع حزينة.



We **like** this game!
نحن نحب هذه اللعبة.



Stop. توقف.



My **friend** is hurt! صديقى تأذى !



Sorry, frogs! آسف يا ضفادع.

Story



We are **friends.** نحن أصدقاء

Dictionary قاموس

Look and read



play يلعب



pond بركه مياه



happy سعيد



sad حزين



hurt ألم - أذى

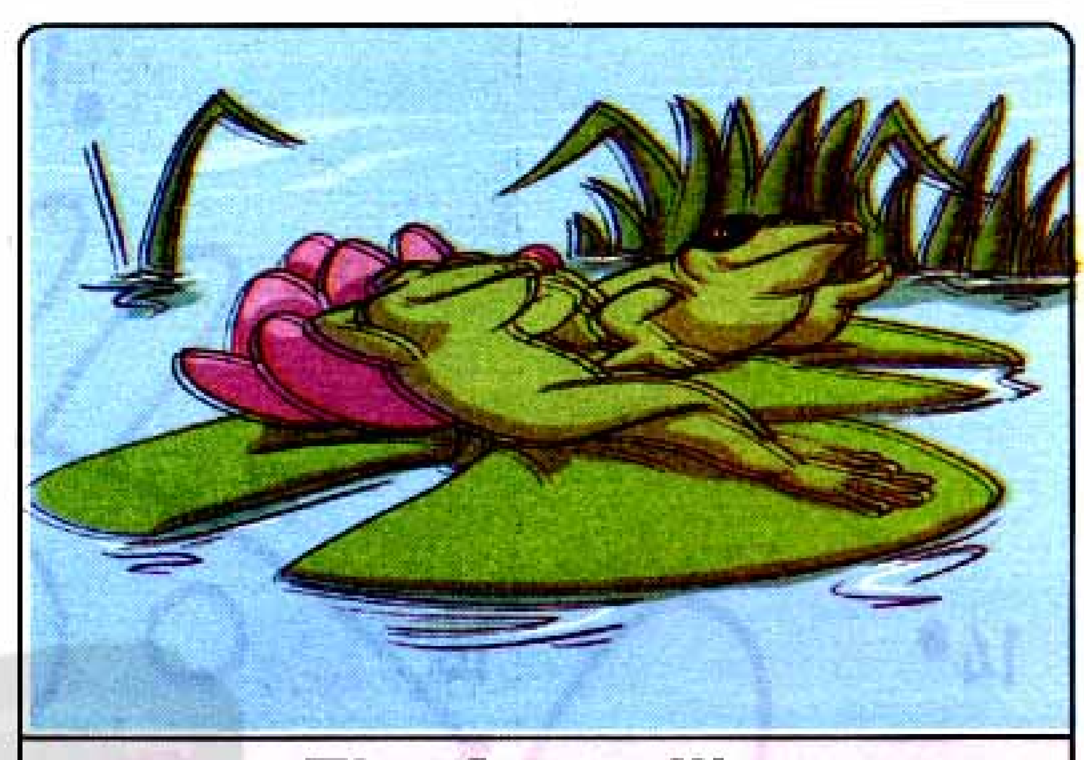


1 Read and circle.

أقرأ و ضع دائرة حول الإجابة الصحيحة.



Seleem and Mazen can see (frogs / flowers).



The frogs like the (pond / park).



Seleem and Mazen are (brothers / friends).



The frog is (happy / sad).